



REVISION CHECKLIST for O Level Bangladesh Studies 7094

Paper Two - Environment and Development

Student guide

How to use this guide

This guide has been written to help you with your revision so that you can do your best in the examination and achieve a grade that reflects your level of knowledge, understanding and skills.

There are 3 sections.

Section 1 - How will you be tested?

This tells you basic information about the examination paper.

Section 2 - What will be tested?

This sets out details of the skills that will be tested in the papers.

Section 3 - What you need to know

This is the longest section as it describes the content of the syllabus which you will need to know about and understand. It is also the content which will be linked to the resource skills, decision making and judgments which you will be tested on. It includes a checklist column for you to keep a record of your revision and to note any difficulties you meet.

See also: Examiner Tips and Model Answers for this paper.

Section 1 - How will you be tested?

- There is one question paper for this part of the syllabus. All students take the same paper.
- It lasts 1 hour and 30 minutes.
- There will be 5 questions of which you must answer 3, but no more.
- Each question is based on one or more of the 10 topics listed in part 3.
- Each of the five questions will contain at least two resources such as maps, photographs, graphs and diagrams. You will need to be able to interpret the resources from your chosen questions. This means carefully reading what the resource shows, including using the key and being able to extract information, recognise and describe patterns, comment on what the resource shows and, in the case of a map, be able to name any features that are marked.
- Parts of some questions may ask you to draw a simple map or diagram. Each question will be out of 25. Within each question there may be some parts worth 1 mark and others worth up to 5 marks. You should use the number of marks available as a rough indication of how much to write.
- Each question will test your skills as shown below. The percentages show the proportion of marks given to each of the three main skills.
 1. your knowledge and understanding (50%).
 2. your resource skills (30%)
 3. your skills in making judgements and decision making (20%)

Section 2 - What will be tested?

The table below sets out what you need to be able to do if you are to do your best in the examination. Each bullet point describes a skill which could be tested in the examination although not all skills may be tested in each examination paper. Your teacher will be able to provide more information about these skills if you would like more explanation.

| | Skill area | You need to be able to demonstrate these skills |
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| 1 | <p><u>Knowledge and understanding</u></p> <p>Knowledge means that you have learned the information and can recall it. E.g. You know what happens and where it happens.</p> <p><u>Understanding</u> means that you can explain something. E.g. why things happen or how they happen.</p> | <ul style="list-style-type: none"> • <u>Recall</u> specific facts related to the content listed in part three, 'what you need to know'. <p>Questions testing this could begin 'What is ..?' , 'State..' or 'Describe...'</p> <p>An example would be 'Describe <i>two differences between subsistence and commercial agriculture</i>'.</p> <ul style="list-style-type: none"> • <u>Know</u> where places and features are in Bangladesh. <p>Questions testing this could begin 'Where is ..'</p> <p>An example would be 'Describe <i>the main physical features of area A on the map</i>'.</p> <ul style="list-style-type: none"> • <u>Know</u> about the economic development of Bangladesh and changes that are taking place. <p>Questions testing this are likely to begin with 'describe...'</p> <p>An example would be 'With reference to examples describe the impact that industry has had on the environment'.</p> <ul style="list-style-type: none"> • <u>Understand</u> environmental features listed in the content. • <u>Understand</u> development features listed in the content. • <u>Understand</u> the links between environment and development. <p>Questions testing your understanding are likely to begin with 'Explain', 'Why is... ' or 'Give reasons....'</p> <p>An example would be 'Why is illiteracy higher in rural areas than in urban areas?' or 'Explain how the reversal of winds causes monsoons'.</p> |
| 2 | <p><u>Resource skills</u></p> <p>This means that you can use resources, such as maps and diagrams, to find information and make sense of it.</p> | <ul style="list-style-type: none"> • <u>Select, organise and present</u> information related to the content in the form of <ul style="list-style-type: none"> ○ writing ○ maps ○ diagrams <p>Questions testing this could require you to draw a simple map or diagram.</p> <ul style="list-style-type: none"> • <u>Extract and interpret</u> information from a variety of resources including <ul style="list-style-type: none"> ○ maps, ○ graphs, ○ diagrams, ○ photographs, ○ statistics, ○ written accounts <p>Questions here will require you to identify the relevant information on the resource.</p> |

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| | | <p>An example would be <i>'How does Fig.3 show that the yield of rice has changed between 1994 and 2001?'</i> This would require you to select relevant dates and figures from the graph.</p> <p>Another could be <i>'describe the distribution of forests shown on the map'</i>. This requires careful reading of the map and accurately describing the location of the forests using reference to, for example, compass points, the coast or the country's borders, physical features and/or names of districts or provinces.</p> <p><i>Describe the changes in the birth rate shown on the graph'.</i></p> <ul style="list-style-type: none"> • <u>Use</u> appropriate terms (words or phrases) The terms you could be expected to use are included in the syllabus content e.g. 'meander', 'sustainability' 'life expectancy'. However you could also get marks for using other terms, provided of course they are used correctly. |
| 3 | <p><u>Judgement and decision making</u></p> | <ul style="list-style-type: none"> • <u>Express</u> your judgement and give your opinions on topics, using your knowledge and understanding. <p>An example would be <i>'How effective are the methods used to control floods? Give reasons for your answer'</i> or <i>'Do you consider it is important to increase both food and cash crop production in Bangladesh?'</i></p> <ul style="list-style-type: none"> • Recognise and understand that there are different points of view regarding many of the topics. An example would be <i>'What are the advantages and disadvantages of international migration for Bangladesh?'</i> • Make judgements on different points of view based on your understanding. <p>A recent example is set out below:</p> <p><i>'Consider these two opinions about the use of biogas digesters in Bangladesh:</i></p> <ol style="list-style-type: none"> <i>a. The widespread use of digesters could play a big role in helping to solve Bangladesh's energy problems.</i> <i>b. Digesters are useful but they are not the answer to Bangladesh's energy problems.</i> <p><i>State evidence that supports opinion A. State evidence that supports opinion B Which of the two opinions do you agree with most? Give reasons for your answer.'</i></p> <p>In this example you need to give information or events or statistics (all of which is evidence) which supports either A or B. For the last part, there will be no marks for saying A or B but rather for saying <u>why</u> you chose A or B.</p> |

Section 3 - What you need to know.

There are two tables below, one for each of the two themes:

1. **Environment**
2. **Economy and Development**

- Each table sets out the **syllabus content** for that theme.
- This is what you will **need to learn** in order to be able to answer the questions on Paper Two.
- Your resource skills and your skills of decision making and judgement will also be tested in relation to this content.
- Where it says '**such as**' or 'e.g.', this means that the questions may allow you to use other relevant examples that you have studied.
- Where it says you need to '**know**' something, this refers to specific information. Where it says 'know about' this means that you need to know about the various features or aspects of the topic in the bullet point. Remember that 'knowledge' is the 'where' and 'what' parts of your learning.
- E.g. 'Describe the distribution of population in Bangladesh' - that is a 'where' question.
- Where '**understanding**' is referred to, it means you need to apply your knowledge so you can say 'why' or 'how' something is where it is or how something works.
- E.g. explain the population distribution in Bangladesh' - that is a 'why' question.
- You will need to study all **10 topics**.
- Each topic is set out with its relevant content.
- The **student checklist** column on the right has been left blank for you to use. You can tick each line of content as you revise it. It is useful to make notes of any content that you find difficulty with so that you can return to these sections.
- Your teacher may use **case studies** in teaching some of the topics. These are a useful way to learn about topics and particularly to understand how topics are linked. Where you have learned a case study, it is useful to note this alongside the relevant content. The same case study may be useful to explain several different aspects of content.
- There are two important terms in the content list, which it is important that you understand. These are:
 - **Location** - which means where things are. E.g. 'The city of Chittagong is located on the Karnaphuli River in the east of Bangladesh' or 'The Sunderbans are located near the coast in south western part of the country.'
 - **Trend** – this means a general pattern of events over a period of time. E.g. 'The trend for the birth rate over the past twenty years has been downwards' or 'the trend is for more people to live in cities'. In the latter case there may be cities that are not growing and some people that have moved away from cities. The 'trend' refers to the general pattern.

Theme One - Environment

| Topic | You should be able to: | Student checklist |
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| 1. Physical Features | 1.1 Know where the main landforms are - <ul style="list-style-type: none"> • The uplands and hills • The flood plains, deltaic plains and coastal plains | |
| | 1.2 Know and understand the features of the landforms listed above. | |
| | 1.3 Know the names and locations of the following rivers : <ul style="list-style-type: none"> • Jamuna-Brahmaputra • Padma • Meghna • Tista • Karnaphuli | |
| | 1.4 Understand the following features of these rivers and how were formed: <ul style="list-style-type: none"> • flood plains • meanders • braiding • ox bow lakes • deltas | |
| 2. Climate | 2.1 Describe and explain the main features of the monsoon climate - <ul style="list-style-type: none"> • temperature • rainfall • seasonal variations | |
| | 2.2 Understand the various types of rainfall - <ul style="list-style-type: none"> • monsoon • depression • thunderstorm | |

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| | 2.3 Understand about what causes cyclones . | |
| 3. Natural Resources | 3.1 Understand about sustainable development and how 3.2 to 3.5 are important to Bangladesh and its development: | |
| | 3.2 forests and biomass - <ul style="list-style-type: none"> • types • distribution • uses such as wood and dung for fuel | |
| | 3.3 Fish <ul style="list-style-type: none"> • inland fishing • sea fishing • main fishing methods • types of fish caught • developments such as aquaculture | |
| | 3.4 Water Uses of the rivers and groundwater e.g. <ul style="list-style-type: none"> • irrigation • transport • hydro electric power | |
| | 3.5 Minerals Their locations and their uses. e.g. <ul style="list-style-type: none"> • gas • coal • limestone • china clay • glass/silica sand | |

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| 4. Environmental Challenges | <p>4.1 Understand the</p> <ul style="list-style-type: none">• causes• effects• problems and/or benefits• possible solutions <p>for each of the seven environmental issues listed below:</p> <ul style="list-style-type: none">• climate change – global warming and the greenhouse effect• storms• floods – rivers and coastal• droughts• arsenic in ground water• deforestation• pollution of air and water | |
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Theme 2 - Economy and development

| Topic | You should be able to | Student checklist |
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| 5. Structure and change in the economy since 1947 | 5.1 Know about the changing percentages of people employed in the primary, secondary and tertiary sectors. | |
| | 5.2 Know about economic growth <ul style="list-style-type: none"> • in Bangladesh • comparisons with other countries | |
| | 5.3 Know about trends in human development indicators such as <ul style="list-style-type: none"> • health • literacy • life expectancy • poverty • per capita income | |
| | 5.4 Understand about trends in <ul style="list-style-type: none"> • urbanisation • migration • landlessness | |
| | 5.5 Understand about population trends <ul style="list-style-type: none"> • birth rate • death rate • population growth | |
| 6. Agriculture and its importance to Bangladesh | 6.1 Know and understand how agricultural production is affected by physical factors such as <ul style="list-style-type: none"> • relief • climate • soil | |

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| | <p>6.2 Know and understand how agricultural production is affected by human factors such as</p> <ul style="list-style-type: none"> • labour • technology • capital • land fragmentation • chemicals • seeds • irrigation • aid | |
| | <p>6.3 Know and understand</p> <ul style="list-style-type: none"> • what is needed in terms of water, soil and warmth for the following subsistence and food crops • the processes involved in producing them <ul style="list-style-type: none"> ○ rice ○ wheat ○ pulses ○ oil seeds | |
| | <p>6.4 Know and understand</p> <ul style="list-style-type: none"> • the importance of growing the following cash and commercial crops • the limits on growing more of these crops (the constraints) • the links between these crops and industry <ul style="list-style-type: none"> ○ jute ○ tea ○ sugar cane | |
| | <p>6.5 Understand about the green revolution and the impact of other new technologies in agriculture.</p> | |

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| 7. Industry | <p>7.1 Understand</p> <ul style="list-style-type: none"> • The importance of industrialisation to Bangladesh's development, • The obstacles to be overcome in achieving development, • Bangladesh's success as a rapidly growing economy, • The role of the <ul style="list-style-type: none"> ○ state ○ private sector ○ multinational companies/corporations (MNCs) • The impact of <ul style="list-style-type: none"> ○ changing role of public sector ○ privatisation ○ beginning of industry protection | |
| | <p>7.2 Know and understand the features of each of the following types of industry and their importance for</p> <ul style="list-style-type: none"> • employment (e.g. age and gender) • trade • income • growth in productivity • cottage industry such as handicrafts • small scale industry such as garment making • large scale industry such as jute | |
| 8. Service sector | <p>8.1 Know and understand the importance in the Bangladesh economy of the informal sector such as</p> <ul style="list-style-type: none"> • rickshaw drivers • shop workers • domestic servants | |
| | <p>8.2 Understand the importance and challenges of moving to high value added services such as IT related industries.</p> | |

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| | 8.3 Know about NGOs (non governmental organisations) and their role in delivering services e.g. BRAC, Proshika. | |
| | 8.4 Know about the financial sector and its importance for investment and savings. E.g. <ul style="list-style-type: none"> • private sector banks • public sector banks • micro credit organisations such as Grameen bank | |
| 9. Population Growth and structure | 9.1 Know about the following aspects of the population structure : <ul style="list-style-type: none"> • age and sex • urban and rural • ethnic and religious | |
| | 9.2 Understand the following demographic terms : <ul style="list-style-type: none"> • birth rates • death rates • dependency ratio • infant mortality • life expectancy • natural increase | |
| | 9.3 Know and understand the reasons for the population growth rate of Bangladesh such as <ul style="list-style-type: none"> • birth and death rates • religious and cultural influences • health and education facilities | |
| | 9.4 Know about the problems caused by population growth. | |
| | 9.5 Know about possible solutions and policies. | |
| | 9.6 Understand the reasons for population movement and its consequences in relation to <ul style="list-style-type: none"> • rural to urban migration • international migration | |

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| 10. Health and education | 10.1 Know about the health care delivery systems such as <ul style="list-style-type: none"> • hospitals • private clinics • NGOs | |
| | 10.2 Know about how disease can be controlled. | |
| | 10.3 Understand ways of improving the quality of life e.g. nutrition. | |
| | 10.4 Know about: <ul style="list-style-type: none"> • the provision and delivery of education at primary, secondary and tertiary levels • the advantages and disadvantages of both the public and private sector in education • the role of both NGOs and government in improving literacy • different educational challenges and their priority | |
| | 10.5 Know about and understand ways of developing: <ul style="list-style-type: none"> • literacy • occupational skills • professional skills | |