

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

Specimen for 2006

GCE O LEVEL

MARK SCHEME

MAXIMUM MARK: 75

SYLLABUS/COMPONENT: 7094

BANGLADESH STUDIES
Environment and Development of Bangladesh
PAPER 2



UNIVERSITY of CAMBRIDGE
International Examinations

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This specimen marking scheme is neither exhaustive nor prescriptive. It is an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners award marks. It only provides notes and does not give detailed sample answers. It does not indicate the details of the discussions that take place at an Examiners' meeting before marking begins; it would be amended at this meeting prior to marking the candidates' scripts.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

- 1 (a) (i)** W – delta
X – oxbow lake
Y – meander
Z – braiding/island **[4]**

- (ii) Delta –**
deposition
heavy load carried by river
river's speed checked as it enters the sea
no currents/strong tides to remove deposition
salt water causes fine mud to coagulate
deposition along tributaries
distributaries
advances seaward

Ox-bow lake –
erosion on outer/concave bank
deposition on inner bank
pronounced meander
neck narrows
river breaks through in times of flood
river flows straight
ends of former meander silt up

Meander –
concave/outer bank – faster flow
– more volume
– erosion/undercutting
convex/inner bend – slow flow
– shallow/friction
– deposition

Braiding –
deposition in channel
shallow water/friction
no longer able to transport load
channel choked
splits into smaller channels then rejoins
creates islands

Credit labels on diagrams if drawn

5 at 1 mark **[5]**

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- (b) (i) inland – carp, shrimp, etc.
marine – catfish, bream, mackerel, etc. [2]
- (ii) loss of wetlands
flood control measures
disrupted flow of rivers and dried up water bodies
land reclamation
irrigation schemes
chemicals used in farming
loss of mangroves
disease
Allow development
5 at 1 mark [5]
- (iii) aquaculture in derelict pond, canals, etc.
development of nutritious fish food
improved breeding techniques
genetically engineered species
rotation with agriculture
e.g. shrimp and rice depending on water salinity
Allow development
5 at 1 mark [5]
- (iv) Allow any sensible comment either in favour of the measure or against it
e.g.
new species threaten indigenous ones
expense of aquaculture
Allow development
4 at 1 mark [4]

TOTAL 25 MARKS

- 2 (a) (i) Increasing temperatures
greenhouse gases acting as blanket
to keep in infra-red radiation
trapped heat
Labelled diagram necessary for full marks
4 at 1 mark [4]
- (ii) Increased carbon dioxide in atmosphere
exhaust fumes from road transport
burning fossil fuels
deforestation and burning
methane from animal manure and farms
4 at 1 mark [4]
- (iii) rising sea levels caused by melting ice-caps
submerge low-lying areas
southern Bangladesh at risk
increase in cyclones because of increased sea temperatures
leading to more flooding and disease – malaria, cholera
loss of Sundarbans
4 at 1 mark [4]

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(iv) Allow reasoned comments on the fact that it is a world problem
Accept possible solutions to increased flooding
Allow development

4 at 1 mark [4]

(b) (i) develop over warm oceans – surface temperature over 27° C
air over sea heated
expands
warm moist air rises quickly
condenses to form clouds and rain
air rushes in a spiral manner to replace rising air

5 at 1 mark [5]

(ii) ocean surface raised – a giant wave
death and injury
destroys crops, trees, fish farms
contaminates drinking water
destroy buildings
carry boats inland

4 at 1 mark [4]

TOTAL 25 MARKS

3 (a) (i) Primary – concerned with using natural resources. Plus example

(ii) Secondary – process and manufacture primary products. Plus example

(iii) Tertiary – provide services. Plus example. [6]
2 marks each – 1 for definition, 1 for example.

(b) (i) Decrease in primary
Increase in secondary
Increase in tertiary

3 at 1 mark [3]

(ii) Primary - not valuable usually
colonial heritage – agrarian base
move to secondary to become richer
increase demand for consumer goods
new industries e.g. garments – cheap labour for export to developed countries
tertiary sector – variable – informal and formal
increased education

6 at 1 mark [6]

(c) (i) Average income per head of a country
Divide gross national income by total population

[2]

(ii) No mark for yes or no. Credit both positive and negative reasons. Allow reasoned arguments e.g.
not perfect indication – broad idea
no indication how wealth distributed
Allow development

4 at 1 mark [4]

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- (d) health care
housing
infrastructure
life expectancy
literacy
energy

1 mark for each description. [5]

TOTAL 25 MARKS

- 4 (a) (i) grown for cash/to sell [1]
- (ii) Sylhet, Chittagong, Comilla, etc. [1]
- (iii) in the east
majority in NE
hilly areas [3]
- (b) (i) 16° C to 27° C
1500 - 2500 mm rainfall
alluvial, loamy soil – with humus and iron
highland
sloping land
4 at 1 mark [4]
- (ii) machinery not suitable - hilly land
need to choose the leaves to be picked
2 at 1 mark [2]
- (c) agricultural supplies needed e.g. fertilisers, insecticides, implements, etc.
raw materials for many industries e.g. jute, sugar, cotton, etc.
food industries e.g. dairy products, flour mills, bakeries, etc.
saves cost of importing raw materials/goods
Allow development
6 at 1 mark [6]
- (d) (i) handlooms, pottery, bamboo, cane, silk, copper, brass, etc.
2 at 1 mark [2]
- (ii) employment
women employed
supplements agricultural earnings
uses local raw materials
development of rural areas
low capital input
supply local market
Allow development
6 at 1 mark [6]

TOTAL 25 MARKS

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- 5 (a) (i) not run by the government
registered as a voluntary organisation
non-profit making
any profit re-invested rather than go to directors
3 at 1 mark [3]
- (ii) fills in the gaps left by the state
aimed at helping the poor
emphasis on empowerment
efficiency
higher pay for workers often – affects quality of staff employed by state
sector
depend on foreign donors – vulnerable to change
5 at 1 mark [5]
- (b) (i) steady increase 1981-1988
rapid increase 1988-1993
very steep increase 1993-1994
then fluctuates 1994-2000
4 at 1 mark [4]
- (ii) increased NGOs involvement
increased drive for enrolment
particularly from poor families
and for girls
flexible times of lessons to allow the poor to work
support from government towards teachers salaries for all providers
5 at 1 mark [5]
- (c) (i) unemployment at home
low wages
career prospects
education
higher standard of living
join relatives
4 at 1 mark [4]
- (ii) shortage of skilled workers
shortage of professional workers
impact on economy
population imbalance – mainly males migrate
Allow development
4 at 1 mark [4]

TOTAL 25 MARKS