

Cambridge O Level

BANGLADESH STUDIES**7094/02**

Paper 2 Environment and Development of Bangladesh

May/June 2025**MARK SCHEME**

Maximum Mark: 75

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **22** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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
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	

Annotation	Meaning	Use
On-page comment	Allows comments to be entered in speech bubbles on the candidate response	All questions

Specific Marking Instructions**Guidance on using levels-based mark schemes**

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

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(g), 2(e) and 3(e)**.

Level	AO2 Analysis, evaluation and decision-making	Marks
Level 3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Question	Answer	Marks												
1(a)	<p>Draw arrows to identify the correct name for each process. Process A has been completed for you.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">A</td> <td style="border: none; width: 10px;"></td> <td style="text-align: center; padding: 5px;">saltation</td> </tr> <tr> <td style="text-align: center; padding: 5px;">B</td> <td style="border: none; width: 10px;"></td> <td style="text-align: center; padding: 5px;">solution</td> </tr> <tr> <td style="text-align: center; padding: 5px;">C</td> <td style="border: none; width: 10px;"></td> <td style="text-align: center; padding: 5px;">suspension</td> </tr> <tr> <td style="text-align: center; padding: 5px;">D</td> <td style="border: none; width: 10px;"></td> <td style="text-align: center; padding: 5px;">traction</td> </tr> </table> <p>Only 2 ticks</p> <p>1 correct = 1 mark all correct = 2 marks</p>	A		saltation	B		solution	C		suspension	D		traction	2
A		saltation												
B		solution												
C		suspension												
D		traction												
1(b)(i)	<p>What is a delta?</p> <p>An <u>area of low/flat/fan-shaped/triangular land</u> at the mouth of a river</p> <p>Do not award a mark for: Flood plain idea ^ (omission) mark for land formed at the mouth of a river</p>	1												
1(b)(ii)	<p>Explain how deltas are formed.</p> <p>Any three from:</p> <p>Deposition occurs / river drops its load As river's speed slows / velocity decreases / river energy decreases as it enters/meets the sea Where shallow water / no currents / no strong tides / sheltered water / calm water So deposition is more than removal Continuous deposition over the years / deposits accumulate over time Causes the delta/new land to advance seaward / grow out into the sea River splits into distributaries / smaller rivers / braided channel</p> <p>Do not award a mark for: Land formed/builds new land At mouth of river (need why it slows rather than where) Rivers carry a heavy load</p>	3												

Question	Answer	Marks
1(c)	<p>Describe the impact of deforestation on ecosystems.</p> <p>Any four from:</p> <p>Habitat loss Biodiversity decreases Endangers / extinction of species / fauna and flora Soil erosion / landslides / no roots to hold the soil Silting of rivers / harms aquatic life / water quality reduces Surface run-off increases / flooding Increase CO₂ / greenhouse gases / less photosynthesis Global warming / climate change Less evaporation from leaves / rainfall reduction / irregular rainfall / water cycle disrupted / less transpiration Air pollution from burning forests Less food from trees / for herbivores / disrupted food chains Loss of nutrients / minerals <u>in</u> soil / soil fertility decreases</p> <p>Allow development marks e.g. named species, place or detail about any problem. [tick + DEV]</p> <p>Do not award a mark for: Loss of natural resources Melting ice caps Animals die Less oxygen Desertification</p> <p>Max 3 list of simple points</p>	4
1(d)	<p>Explain why Bangladesh is at risk of earthquakes.</p> <p>Any three from:</p> <p>Bangladesh is located on a plate boundary / in a tectonically active region / where plates meet Indian Plate and Eurasian/Burmese Plate Plates colliding / moving towards each other / convergent Friction / pressure builds / releases huge amount of energy / seismic waves Many active faults along this plate boundary / the Dauki fault borders northern Bangladesh</p> <p>Allow 1 for process</p> <p>Note: Indian plate moving towards Eurasian plate = 2 marks Convergent plate boundary = 2 marks</p>	3

Question	Answer	Marks
1(e)	<p>Compare the amount of oil and gas consumed in Bangladesh from 1971 to 2021. Use data from Fig. 1.2 to support your answer.</p> <p>Any four from:</p> <p><u>Overall (or any dates in between)</u> Both increase (except 1981–91 when oil remained the same) Gas increases > oil 1971–2021 gas increases from (approx.) 2* to 340TWh / by 340, oil increases from (approx.) 10 to 100TWh / by 90TWh Neither has steady / constant increase</p> <p><u>Between</u> 1981–1991 oil remains (nearly) same, gas increases 2020 both decline (Covid19) 2011–2021 both have biggest/most rapid increase</p> <p><u>1971 to 1982</u> (or any year(s) in between) Oil is > gas 1971 oil 10TWh, gas 2*TWh 1971 oil and gas at their lowest</p> <p><u>1981 to 2021</u> (or any year(s) in between) Gas is > oil Gas highest in 2019, oil in 2018 2021 oil 100TWh, gas 340TWh</p> <p>Must be a comparison</p> <p>No double credit for same point but different years.</p> <p>Note Gas increased from x to y and oil increased from x to y = 1 mark for both increased even if data wrong</p> <p>Allow + or – 10TWh (*except 2 gas 1971)</p> <p>Must have units: TWh</p> <p>Do not award a mark for: Overall or 1971–2021 gas > oil Fluctuates</p>	4

Question	Answer	Marks
1(f)(i)	<p>Use Fig. 1.3 to describe the location of the land in Bangladesh that will be submerged if the sea level rises by 1.5 metres.</p> <p><u>location:</u> low lying coastal areas / Ganges-Brahmaputra delta / coastal flood plain zone / southern coastal plains / Barisal and <u>southern</u> Khulna / Barisal and Sundarbans / (south and) southwest</p> <p>Do not award a mark for: Coastal Sundarbans Southern Bangladesh</p>	1
1(f)(ii)	<p>Using Fig. 1.3, what is the size of the land area in Bangladesh that will be submerged if the sea level rises by 1.5 metres?</p> <p><u>Area of land:</u> 22 000 km²</p> <p>Must have units: km²</p>	1

Question	Answer	Marks
1(g)	<p>The United Nations Sustainable Development Goal 13 is <i>climate action</i>.</p> <p>‘Bangladesh has effective strategies in place to combat climate change.’</p> <p>How far do you agree with this statement? Give examples of strategies in your answer.</p> <p>Use Table A to mark candidate responses to this question.</p> <p>Answers may include a wide variety of ideas / evidence / examples. All valid material must be credited.</p> <p>Some of the following ideas might be included:</p> <p><u>Effective strategies</u></p> <p>Global Action</p> <p>e.g. UN Climate Change Conferences (COP) Collaboration Bangladesh becomes a global player, a world leader</p> <p>National Action</p> <p>e.g. Bangladesh Climate Change Strategy and Action Plan (BCCSAP) since 2009 National Adaptation Plan (NAP) Mujib Climate Prosperity Plan 2030 (MCPP) Bangladesh Delta Plan 2100</p> <p>Community / local action</p> <p>Locally Led Adaptation (LLA) Lots of evidence of successful locally led climate adaptation e.g. ActionAid empowers women to adapt to climate change at the community level such as:</p> <ul style="list-style-type: none"> • Improved cooking-stoves were installed in 110 households, reducing carbon emissions by 40 per cent compared to traditional stoves • Ten temporary dams were built to preserve fresh water for irrigation and reduce salinity in the land • A raised cluster village was created for landless families in flood-prone areas <p>Effective mitigation strategies:</p> <ul style="list-style-type: none"> • Planting trees • Improved cook stoves • Solar home systems • Solar streetlights • Solar water purifiers • Solar irrigation pumps • Biogas plants (household and community) 	6

Question	Answer	Marks
1(g)	<p>Effective adaptation strategies:</p> <ul style="list-style-type: none"> • Stress-tolerant seed – drought, cold, waterlog, disease, pest, salinity • Floating vegetable beds • Climate resilient houses • Solar water purification systems • Deep tube wells • Embankments • Canals • Water control infrastructure • Dams • River bank protection works • Drainage system development <p><u>Strategies NOT effective because:</u></p> <p>Lack of funds to implement effective climate action Bangladesh will need at least \$12.5 billion, approximately 3 percent of GDP in the medium-term for climate action</p> <p>Much stronger political will is needed from the top as well as active engagement of all citizens from the bottom</p> <p>Problem is too big Bangladesh is in the top 10 countries in the world affected by climate change By 2025, over 13 million Bangladeshis could become internal climate migrants 'Whole of society' approach needed</p> <p>Question is about strategies</p> <p>Credit both mitigation and adaptation</p> <p>Need strategies to reduce CO₂ emissions, not just flooding</p>	

Question	Answer	Marks
2(a)(i)	<p>What is the informal sector?</p> <p>Activities not formally regulated by the government / do not come under any legal regulatory framework</p> <p>Do not award a mark for: Does not pay tax Unregistered = ^</p>	1
2(a)(ii)	<p>Give <u>two</u> examples of jobs in the informal sector.</p> <p>Any two from:</p> <p>rickshaw pulling, domestic service (servants, drivers, cooks), shining shoes, street traders, barbers, bamboo working, handloom weaving, waste picker, day labourer etc.</p>	2
2(a)(iii)	<p>Explain why it is difficult for workers to move from the informal sector to the formal sector.</p> <p>Lack of education / qualifications Lack of training / skills Lack of capital Lack of job opportunities in formal sector</p> <p>Allow Female workers may find the more structured hours in the formal sector inflexible</p>	2
2(b)(i)	<p>What is GDP?</p> <p>Gross Domestic Product / the value of <u>all</u> goods and services produced in a country (in a given period of time) / a measure of how well a country's economy is doing</p> <p>Allow <u>Total</u> output/ value added of all sectors/economy</p>	1
2(b)(ii)	<p>Complete the pie chart on Fig. 2.1 for Pakistan using the data below. The primary sector has been completed for you.</p> <p>1 mark for accurate line at 48% or 80% 1 mark for correct shading</p>	2

Question	Answer	Marks
2(b)(iii)	<p>Describe the relationship between different sectors of the economy and GDP per person shown in Fig. 2.1.</p> <p>Credit any two valid points for different sectors, such as:</p> <p>Primary: As GDP increases primary sector decreases Negative relationship between GDP and primary sector When primary sector is high, GDP is low When primary sector is low, GDP is high Primary sector produces lowest GDP Afghanistan has most primary and least GDP Bangladesh has least primary and most GDP</p> <p>Secondary: As GDP increases secondary sector increases Positive relationship between GDP and secondary sector When GDP is low, secondary sector is low Bangladesh has most GDP and most secondary</p> <p>Tertiary: As GDP increases tertiary sector increases Positive relationship between GDP and tertiary sector When GDP is high, tertiary sector is high Afghanistan has least GDP and least tertiary Bangladesh has most GDP and most tertiary</p> <p>Must mention sector and GDP</p> <p>Max 1 mark per sector</p> <p>Allow alternative approaches</p>	2

Question	Answer	Marks
2(c)(i)	<p>Describe how the value of RMG exports has changed between 2010 and 2022.</p> <p>Any three from:</p> <p><u>Overall</u>: Increase overall From \$15 billion to \$46 billion / by \$31 billion</p> <p><u>Year by year</u>: Increases from 2010–2018 (or any year(s)) From \$15 billion to \$33 billion</p> <p>Constant / stays the same from 2018 to 2019 or in 2019 at \$33 billion</p> <p>Decreases 2019–2020 or in 2020 From \$33 billion to \$27 billion / by \$6 billion</p> <p>Increases rapidly / fastest rate from 2020–2022 or in 2021 or in 2022 From \$27 billion to \$46 billion</p> <p>Allow constant if this is a change from previously</p> <p>Only allow 1 increase unless qualified: slow, overall, rapid</p> <p>Increase in 2020 = 0 mark</p> <p>Max 1 for data – must have unit (\$)</p>	3

Question	Answer	Marks
2(c)(ii)	<p>Explain why the garment and textile industry has been so successful in Bangladesh.</p> <p>Any four from:</p> <p><u>Labour</u> Cheap labour costs – in past children and females Labour intensive industry – Bangladesh has abundant labour – skilled labour force – 70% of population are under 40 – most of youth are educated</p> <p><u>Investment</u> Quick return on investment Simpler technology / advanced machinery not needed Investment in modern technology has improved efficiency / quality</p> <p><u>Foreign investment</u> MNCs are attracted – internationally competitive Cheap labour / low production costs Large-scale production / ability to meet production deadlines China now has higher production costs and skilled labour shortages</p> <p><u>Linkage</u> Strong backward and forward linkage – raw materials, textile mills, RMG factories Bangladesh produces jute, cotton and silk</p> <p><u>Demand</u> Strong demand from abroad for cheap clothing Improving quality / factory safety / worker well-being / green garments / sustainability also now important</p> <p><u>Government support</u> (acceptable on its own) Government incentives – cash incentives to diversify RMG export destinations Government tax cuts – low tax on RMG export income EPZs – export processing zones As a Least Developed Country (LDC) Bangladesh benefitted from duty free market access or reduced tariffs for RMG exports</p> <p>Question is why RMG industry is successful, not how it benefits Bangladesh</p> <p>Allow development [use tick + DEV]</p> <p>Do not award a mark for: Raw materials cheap Profitable (need why)</p> <p>Max 3 for basic list</p>	4

Question	Answer	Marks
2(d)	<p>Name <u>one</u> cash crop you have studied and name <u>one</u> area where it is mainly grown in Bangladesh.</p> <p><u>Name</u>: sugar cane / tea / jute</p> <p><u>Sugar cane location</u>: NW Bangladesh, Chattogram, Comilla, Sylhet, Dhaka, Faridpur, Jamalpur, Kishoreganj, Tangail, Jessore, Kushtia, Bogra, Dinajpur, Pabna, Rajshahi, and Rangpur.</p> <p><u>Tea location</u>: NE Bangladesh, Sylhet, Moulvibazaar, Habiganj, Chattogram, edge of Rangamati hill tracts, north of Karnaphuli river</p> <p><u>Jute location</u>: Ganges delta / along Brahmaputra, Tista, Ganges rivers / Dhaka, Comilla, Mymensingh districts / Rangpur, Dinajpur, Bogra, Rajshahi districts / Faridpur, Jessore, Pabna, Kustia districts.</p> <p>Accept Chittagong</p>	2

Question	Answer	Marks
2(e)	<p>'The need to achieve food security by increasing the production of food crops is more important than the damage this causes to the environment of Bangladesh.'</p> <p>To what extent do you agree with this statement? Use evidence or examples to support your answer.</p> <p>Use Table A to mark candidate responses to this question.</p> <p>Answers may include a wide variety of ideas / evidence / examples. All valid material must be credited.</p> <p>Some of the following ideas may be included:</p> <p><u>Importance of increasing food production</u> SDG 2 is Zero Hunger Growing population, more mouths to feed Desire to reduce imports, maintain self sufficiency Lack of food security Hunger is still prevalent in Bangladesh The need for a balanced diet and improved nutrition Surplus food can be exported</p> <p><u>Damage to the environment</u> How aquaculture affects the environment How overuse of the land can lead to soil erosion How salinisation can result from irrigation Deforestation to create more farmland Desertification due to land degradation and loss of soil fertility Toxicity of soil or water from overuse of chemicals – fertilisers, pesticides, herbicides Air pollution from farm machinery</p> <p>But Sustainable farming techniques can reduce the damage</p> <p>Arguments should be supported with evidence, examples and/or a case study of a food crop they have studied</p>	6

Question	Answer	Marks
3(a)(i)	<p>Define the term <i>infant mortality rate</i>.</p> <p>Number/rate/per 1000 of infants dying between birth and the age of one year</p> <p>Do not award a mark for: Infant deaths</p>	1
3(a)(ii)	<p><u>On Fig. 3.1, plot the bar for Myanmar, which has an infant mortality rate of 34.</u></p> <p>1 mark for a bar drawn at 34</p>	1
3(a)(iii)	<p>Use Fig. 3.1 to compare the infant mortality rate in Bangladesh, Pakistan and India.</p> <p>Any three from:</p> <p>Bangladesh is much less than Pakistan Bangladesh is less than India India is less than Pakistan</p> <p>Bangladesh is the lowest India is second Pakistan is the highest</p> <p>The rank order, lowest to highest, is: 1 Bangladesh, 2 India, 3 Pakistan</p> <p>Allow alternative approaches</p> <p>Must be a comparison</p> <p>Do not award a mark for: Pakistan has 53, India 26 and Bangladesh 23</p>	3

Question	Answer	Marks
3(b)	<p>Describe the work of non-governmental organisations (NGOs) in helping to improve health care in Bangladesh.</p> <p>Any four from:</p> <p>NGOs provide <u>primary</u> health care For poor people In rural/ remote areas / where government services do not reach</p> <p><u>Such as:</u></p> <p>Named programme / programme to tackle Measles/diphtheria/diarrhoea/malaria/dengue/cholera Health care check-ups Cheap/free medicines / treatment Vaccines for children Build hospitals / clinics / provide mobile hospitals (in rural areas) Help train nurses / doctors / medics Maternal care / post-natal care Raising awareness / campaigns / health education <u>about</u> sanitation / women's health / how to avoid malaria / how to treat diarrhoea / immunisation etc. e.g. BRACs Oral Rehydration Therapy Campaign Distribute mosquito nets to reduce dengue or malaria Provide safe water to reduce spread of waterborne disease Help with emergency disease outbreaks (cyclones / floods)</p> <p><u>Example BRAC:</u></p> <p>Community-driven health care programme Employs 50 000 female community health workers who deliver quality, affordable primary health care services in their own communities and facilitate linkages with formal providers. BRAC reaches 80 million people across Bangladesh through door-to-door health promotion and services</p> <p>Credit any other valid points</p> <p>Do not award a mark for: Medical support Disease prevention Free healthcare Named NGO</p> <p>Max 3 for list of simple points</p>	4
3(c)(i)	<p>Identify <u>two</u> trends shown in Fig. 3.2.</p> <p>Any two from:</p> <p>Rural/urban/adult literacy has improved Rural literacy has improved more than urban literacy / difference between Urban and rural literacy rates have decreased Urban literacy is higher than rural literacy</p>	2

Question	Answer	Marks
3(c)(ii)	<p>Explain how a <u>named</u> education programme you have studied has brought about progress towards achieving <i>quality education for all</i> (United Nations Sustainable Development Goal 4).</p> <p>Answers will depend on the education programme chosen.</p> <p>Examples of Government programmes: Primary Education Development Programme (PEDP) MuktoPaath Multimedia Classrooms (MMC) Blended Learning for All (BEFA) Primary Education Stipend Project (PESP)</p> <p>Example of NGO programmes: BRAC Education Programme (BEP)</p> <p>Progress: Boat schools Single-room schools / classrooms in rural areas Community learning centres Night schools Free books / stationery to the poor Train teachers Basic education for children <u>and</u> adults Education <u>in</u> basic maths, reading and writing, IT etc. Encourage/campaigns <u>for</u> women to get educated / parents to send their children to school etc. BRAC university for higher education</p> <p>Achievements: Greater gender equality / more girls in school Higher enrolment rates in rural areas Improved attendance Lower dropout rates Improved literacy / numeracy Better qualified teachers More science laboratories / libraries / IT facilities in schools Provision for special education needs etc.</p> <p>Credit any other valid points</p> <p>Must be progress/achievements</p> <p>No RES but can credit 1 named programme</p> <p>Max 3 for list of simple points</p> <p>Do not award a mark for: In rural areas For the poorest Free education TVET</p> <p>Allow development [Tick + DEV]</p>	4

Question	Answer	Marks
3(c)(iii)	<p>Explain why it is necessary to continue developing occupational and professional skills in Bangladesh.</p> <p>Any two from:</p> <p>More skilled workers Greater efficiency / improved productivity / more competitive / more attractive to foreign investors / to compete with other countries More/better professionals in education, health care etc. People can set up their own businesses Enables workers to earn higher wages / have better job opportunities Which allows access to health care / can support family / children's education Increases Bangladesh's GDP / economic growth / economic development Reduces out-migration / international migration etc.</p> <p>Do not award a mark for:</p> <p>More jobs Helps them to do a job / get a job Better standard of living / quality of life Get out of poverty</p>	2
3(d)	<p>Give an example of each of the following types of international migration.</p> <p>Voluntary From <u>one country to another</u> for work, to join family, of their own free will, by choice, e.g. such as Bangladesh to Saudi Arabia</p> <p>Forced From <u>one country to another</u> due to war, natural disaster, famine / persecuted / deported e.g. Rohingya refugees to Bangladesh / Myanmar to Bangladesh / India to Pakistan in 1947 etc.</p> <p>Do not award a mark for: For a better standard of living/quality of life</p> <p>Allow Asylum seekers</p>	2

Question	Answer	Marks
3(e)	<p>'The benefits of international migration outweigh the challenges that international migration creates for Bangladesh.'</p> <p>How far do you agree with this statement? Give evidence or examples to support your answer.</p> <p>Use Table A to mark candidate responses to this question.</p> <p>Answers may include a wide variety of ideas / evidence / examples. All valid material must be credited.</p> <p>Some of the following ideas may be included:</p> <p>Benefits</p> <p>International migration reduces employment pressure in Bangladesh Unemployed and underemployed Bangladeshis can earn higher incomes abroad, even for unskilled jobs Most migrant workers from Bangladesh are unskilled workers Most migrant workers from Bangladesh come from very poor rural families Remittances sustain many poor families in rural areas Remittances bring in much needed foreign exchange Foreign exchange/remittances allow Bangladesh to pay for imports of machinery or raw materials Reduces population pressure – education, health, housing, land transport etc. Returning migrants bring skills, set up businesses</p> <p>Credit reference to benefits of in-migration of skilled workers and entrepreneurs</p> <p>Challenges</p> <p>Departure of skilled people has negative implication – professional skills are lost to the domestic economy Loss of doctors, engineers, and other skilled professionals is particularly severely felt in Bangladesh because these professionals are in very short supply Little evidence that the families in Bangladesh make use of the remittances to go into sustainable business activities Most of the remittances are used for consumption or for buying land, which does not directly improve the output of the Bangladeshi economy Most Bangladeshis working overseas are male Loss of young workers/people Challenges of/for Rohingya refugee population in Bangladesh</p> <p>Credit reference to challenges created by in-migration of skilled labour and entrepreneurs, such as, denies opportunities for Bangladeshis</p> <p>Arguments should be supported with evidence, examples and/or a case study of a migration they have studied</p>	6