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SYLLABUS

Cambridge IGCSE[®]
Bangladesh Studies

0449

For examination in June 2014

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Recognition

Every year, hundreds of thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at www.cie.org.uk/recognition

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at www.cie.org.uk/teachers

Not-for-profit, part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSE helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides an excellent preparation for Cambridge International AS and A Levels, Cambridge Pre-U, Cambridge AICE (Advanced International Certificate of Education) and other education programmes, such as the US Advanced Placement Program and the International Baccalaureate Diploma. Cambridge IGCSE incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

1.3 Why choose Cambridge IGCSE Bangladesh Studies?

Cambridge IGCSE Bangladesh Studies is accepted by universities and employers as proof of knowledge and understanding. The Cambridge IGCSE Bangladesh Studies syllabus introduces candidates to the country's history, culture, geography, environment, economy and development.

Candidates learn about the rich heritage and cultural influences of Bangladesh, and about events which have shaped national identity. Through their studies, candidates also gain an understanding of historical skills and concepts, and examine different interpretations of historical events. Candidates also consider the environmental and development issues facing Bangladesh. This will encourage a better understanding of the interaction between economy and environment, an understanding enhanced by the study of different source materials and perspectives.

This syllabus will give candidates an appreciation of the heritage, the challenges and opportunities facing Bangladesh.

Cambridge IGCSE Bangladesh Studies is one of the suite of area studies offered by Cambridge.

1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. Learners draw subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

Bangladesh Studies falls into Group II, Humanities and Social Sciences.

Learn more about Cambridge IGCSE and Cambridge ICE at www.cie.org.uk/cambridgesecondary2

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **international@cie.org.uk**

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **www.cie.org.uk/startcambridge**.

Email us at **international@cie.org.uk** to find out how your organisation can become a Cambridge school.

2. Assessment at a glance

For the Cambridge IGCSE in Bangladesh studies, candidates take two compulsory components: Paper 1 History and Culture of Bangladesh and Paper 2 Environment and Development of Bangladesh. All answers must be written in English.

Paper 1: History and Culture of Bangladesh

1½ hours

Candidates must answer Question 1 and two from a choice of three other questions. Each answer has a maximum of 25 marks.

Question 1 – 25 marks

A compulsory three-part question on the **Culture and Heritage of Bangladesh (Topic 1)**.

Part (a) five multiple-choice questions (1 mark for each = 5 marks)

Part (b) describe and comment on the contribution of one of the major cultural figures specified in the syllabus (8 marks)

Part (c) make a judgement on the importance of different cultural figures **or** different aspects of the culture and heritage of Bangladesh (12 marks)

Questions 2 to 4 – 50 marks

A choice of two out of three questions on the **History of Bangladesh (from three of the four Topics 2 to 5)** (25 marks each).

Each three-part question will have a stimulus passage of not more than 150 words.

Part (a) provide additional information about the topic covered in the passage (5 marks)

Part (b) explain things mentioned in the passage (10 marks)

Part (c) show an understanding of different points of view about the topic covered in the passage (10 marks)

Weighting: 50% of total marks

Paper 2: Environment and Development of Bangladesh

1½ hours

Candidates must answer three questions from a choice of five. Each answer has a maximum of 25 marks.

Each question may be based on one or more of the ten topics in the syllabus and may involve the interpretation of resource materials.

Weighting: 50% of total marks

Availability

This syllabus is examined in the May/June examination series. However, an October/November examination series will be considered in the future, if there is sufficient demand.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 7094 Cambridge O Level Bangladesh Studies

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificates and Cambridge O Level syllabuses are at the same level.

3. Syllabus aims and assessment objectives

3.1 Aims

The Bangladesh Studies Cambridge IGCSE syllabus is divided into two main parts:

Part 1: History and Culture of Bangladesh (Paper 1)

This part of the syllabus aims to provide candidates in Bangladesh with an understanding of their history and heritage and an appreciation of the internal and external influences that have shaped Bangladesh today. Candidates are encouraged to acquire knowledge of the main events in the history of Bangladesh and use this in demonstrating an understanding of historical concepts and skills, and to show awareness of differing interpretations of events. Candidates are also introduced to the key cultural influences shaping modern Bangladesh.

Whilst introducing candidates to the history and culture of their country, the syllabus aims to:

- stimulate interest and enthusiasm for the study of the past
- promote an understanding of the development of Bangladesh and its culture from ancient times to 1971
- promote an understanding of historical concepts such as cause and consequence, continuity and change, and similarity and difference
- encourage the development of skills in the selection, organisation, analysis and synthesis of historical information
- develop an understanding of the ways in which the study of history is concerned with opinion and argument, as well as acknowledged fact
- promote a knowledge of the key cultural figures and an appreciation of the different influences on the culture of modern Bangladesh.

Part 2: Environment and Development of Bangladesh (Paper 2)

This part of the syllabus aims to give candidates a knowledge and understanding of the physical and human environment of Bangladesh and its economic development. The aim is for candidates to 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.

3.2 Assessment objectives

The ability to communicate accurately, appropriately, concisely and effectively pervades all assessment objectives and is not assessed separately.

Paper 1: History and Culture of Bangladesh

The objectives of Paper 1 are to test the candidates' proficiency in the following skills:

Assessment Objective	Description	Approx. Weighting
AO1: knowledge	<ul style="list-style-type: none"> recall factual information 	45%
AO2: understanding	<ul style="list-style-type: none"> use factual knowledge to demonstrate an understanding of concepts, such as cause and consequence, continuity and change, similarity and difference 	20%
AO3: judgement and decision-making	<ul style="list-style-type: none"> analyse and evaluate differing interpretations and points of view relating to the material specified in the syllabus 	25%
AO4: resource skills	<ul style="list-style-type: none"> comprehend and interpret historical documents 	10%

Paper 2: Environment and Development of Bangladesh

The objectives of Paper 2 are to test the candidates' proficiency in the following skills:

Assessment Objective	Description	Approx. Weighting
AO1: knowledge with understanding	<ul style="list-style-type: none"> recall specific facts relating to the topics in the syllabus content demonstrate locational knowledge and knowledge of broad economic trends in the development of Bangladesh show an understanding of environmental and developmental features and their inter-relationships 	50%
AO2: resource skills	<ul style="list-style-type: none"> select, organise and present environmental and developmental facts in written, map and diagrammatic forms use a variety of source materials, including maps, graphs, photographs, diagrams, statistics and written accounts, to interpret and extract relevant information use appropriate terminology 	30%
AO3: judgement and decision-making	<ul style="list-style-type: none"> express opinions and give evaluations on topics in the syllabus content understand and evaluate different perspectives on topics in the syllabus content 	20%

On both papers, marking is not broken down per Assessment Objective but is holistic.

3.3 Relationship between assessment objectives and components

Each paper has the following broad assessment objectives:

Assessment Objective	Paper 1 History and Culture	Paper 2 Environment and Development
Knowledge and understanding	65%	50%
Judgement and decision-making	25%	20%
Resource skills	10%	30%

3.4 Grade descriptors

To gain a Grade A candidates will be able to:

- very accurately recall, select and deploy factual material to support answers
- demonstrate a high level of understanding of concepts and technical terms
- show a high level of awareness and understanding of issues relating to the history, culture, environment and development of Bangladesh
- offer well supported judgements and show a strong ability to make decisions about views and evidence
- communicate knowledge, understanding and judgements very clearly and accurately

To gain a Grade C candidates will be able to:

- recall, select and deploy factual material to support answers
- demonstrate some understanding of concepts and technical terms
- show some awareness and understanding of issues relating to the history, culture, environment and development of Bangladesh
- offer some judgements and decisions about views and evidence which are not strongly supported
- communicate knowledge, understanding and judgement/decisions adequately

To gain a Grade F candidates will be able to:

- offer a very basic amount of correct and relevant factual material in answers
- demonstrate a very basic understanding of concepts and technical terms
- show a very limited awareness and understanding of issues relating to the history, culture, environment and development of Bangladesh
- make some decisions about views and evidence, but these will be of a limited nature and coherence
- communicate knowledge, understanding and decisions poorly

4. Syllabus content

4.1 Paper 1: History and Culture of Bangladesh

The syllabus is divided into five topics. It is anticipated that each topic will take approximately one term to teach.

Guidance for teachers

1. Teachers should plan their scheme of work on the assumption that each topic identified in the syllabus will be one term's work.
2. In addition to the compulsory Topic 1 (The Culture and Heritage of Bangladesh), teachers are strongly advised to teach **all** of the historical Topics 2 to 5, so that they prepare candidates to be able to answer questions from across the whole syllabus content; otherwise they may find their choice of questions restricted.
3. Topic 1 (The Culture and Heritage of Bangladesh) is designed to give teachers the opportunity to draw from a wide variety of cultural experiences. Candidates must be familiar with the contributions made by those exponents specifically listed in the syllabus. Questions will also provide the opportunity for candidates to provide supporting evidence from any relevant examples. Consequently, teachers might like to include a study of poetry, song, dance, drama and visits to local sites of cultural interest to enhance their candidates' understanding and interest.
4. Topics 2 to 5 outline the historical detail which candidates are expected to be familiar with. Centres should note that their teaching of this material should reflect the weightings of the Assessment Objectives in section 3.2. Whilst factual recall is important, more marks will be awarded for demonstrating an understanding of concepts such as causation and change, as well as an appreciation that history involves differing points of view. Where appropriate, teachers should take the opportunity to point out that different groups of historians may have interpreted events differently.
5. A vital part of the teaching process should be to prepare candidates to answer the type of questions which will appear on the examination paper. For that reason, it is vital to pay close attention to past papers, mark schemes and reports as well as the other support resources endorsed by Cambridge. Candidates should also be encouraged to look at the mark allocations for the questions and to plan their length of response and time accordingly.
6. A Scheme of Work, with suggested teaching activities, is available from Cambridge.

Topic 1: The Culture and Heritage of Bangladesh

1 (a) Influence of major cultural figures

Candidates should be familiar with the influence of major exponents of the culture of Bangladesh. Questions will be set specifically on the contributions made by:

- Alaol
- Mir Mosharraf Hossain
- Kazi Nazrul Islam
- Jasimuddin
- Begum Rokeya
- Lalon Shah
- Rabindranath Tagore
- Zainul Abedin.

Candidates are **not** expected to have studied the works of such exponents in detail, but should be able to comment on their contribution to developments in, for example, language, literature, drama, dance, music, painting or architecture.

1 (b) General background

- the emergence and development of Bengali language, literature, art and architecture from the ancient and medieval periods onwards
- the particular contributions of different periods, such as the pre-Islamic, Sultanate, Mughal, British colonial and the post-1947 Language Movement on different aspects of the culture of contemporary Bangladesh
- the importance of folk culture and other cultural practices in shaping the culture of Bangladesh

Questions will be more open-ended and of a general nature, and will allow for a wide variety of examples to be used to support answers. In addition to the exponents listed in (a) above, candidates may therefore find it useful to have a general understanding of the contributions made by some of the following:

- Farrukh Ahmed; Abbas Uddin Ahmed; Munir Chowdhury; Michael Madhusudan Dutta; Jibananda Das; Ahsan Habib; Sufia Kamal; Hasan Raja; Zahir Raihan; Muhammad Shahidullah; S.M. Sultan.

Centres should take the opportunity in their teaching to make use of poetry, song, dance, drama, visits to historical sites, etc. to enhance the understanding of their candidates.

Topic 2: Pre-Mughal Bengal (4th century BC to 16th century AD)**2 (a) Ancient Bengal**

- the Bangladesh region from the 4th century BC (roughly the time of Alexander the Great's invasion of northern India) to the Mauryas and Guptas
- differing views on the political evolution of the Bangladesh region during this period

2 (b) Early kingdoms in Bengal

- the empire of Sasanka, the Pala dynasty, the Senas
- the independent kingdoms of south-east Bengal

2 (c) The establishment and consolidation of Muslim rule in Bengal 1204–1342

- Muhammad Bakhtiyar and the Turkish conquest
- the Sufis and the spread of Islam in Bengal

2 (d) The rule of the independent Sultans

- the Ilyas Shahi dynasty
- the Ganesh dynasty
- the Hussain Shahi dynasty

Topic 3: The Mughal Period (c.1526–c.1757)**3 (a) The establishment of the Mughal Empire in India and its expansion into Bengal**

- Emperor Babur and the Battle of Panipath
- Afghan (Pathan) resistance to the Mughals in Bengal
- Emperor Humayan and the Afghan resistance
- Sher Khan and the rule of the Afghans
- Akbar and the beginnings of Mughal rule in Bengal
- Akbar and the Bara Bhuiyans
- Jahangir, Shah Jahan, Aurangzeb and their achievements in Bangladesh and elsewhere
- the decline of the Empire after Aurangzeb

3 (b) Reasons for the decline of the Mughal Empire

- administrative weakness
- military costs
- succession disputes
- declining military expertise
- weak control
- the arrival of the British

3 (c) The decline of the Mughals in Bengal and the growth of the Nawabs

- the impact of the Mughal decline
- regional independence of Bengal under the Nawabs
- changes in administration, politics and society

Topic 4: The British Period (c.1757–1947)**4 (a) The arrival of the British**

- the East India Company and reasons for British involvement in the subcontinent
- the course of, and reasons for, British annexation of the subcontinent
- the consolidation of British political and economic power in Bengal
- the British use of internal divisions in Bengal
- the Battle of Palashi
- the consolidation of British economic and political power and the role and impact of the Permanent Settlement of 1793

4 (b) Opposition to the British

- resistance to the British: the Fakir-Sanyasi movement
- Titu Meer
- the Faraizi movement
- the War of Independence of 1857–58: causes of the war, events of the war, reason for its failure
- the impact of the war on the Muslims of the subcontinent
- different interpretations of the war

4 (c) British government in the subcontinent and events leading to independence in 1947

- the Partition of Bengal in 1905 and its aftermath with a focus on the Muslim League, Swadeshi movement and armed resistance
- the Lucknow Pact of 1916
- the Montagu-Chelmsford Reforms 1919
- the Khilafat movement
- the Bengal Pact
- the Simon Commission 1927
- the three Round Table Conferences 1930–32
- the Government of India Act 1935
- provincial government and politics in Bengal 1937–47, with a particular focus on the Krishak-Praja Party and its agenda
- the Lahore (Pakistan) Resolution 1940
- the Second World War and the move towards partition
- the Cabinet Mission Plan 1946
- causes and consequences of the partition of Bengal 1947

Topic 5: From Pakistan to Bangladesh (1947–1971)

5 (a) Problems facing the new nation of Pakistan

- inter-communal violence
- refugees
- the division of assets
- social issues (health, education, national language)

5 (b) Problems of national integration between east and west Pakistan

- the Language Movement
- emerging disparities between the two wings of Pakistan in terms of economic development, defence and other sectors

5 (c) Political mobilisation and events leading to independence

- formation of the Awami Muslim League
- the United Front
- the Six Points movement
- the mass uprising of 1969
- the 1970 election and its aftermath
- Central Government reaction to political mobilisation in east Pakistan (Bangladesh)
- the freedom struggle and independence

4.2 Paper 2: Environment and Development of Bangladesh

The syllabus is divided into two parts, containing a total of ten topics:

- Environment (Topics 1–4)
- Economy and development (Topics 5–10)

It is anticipated that each topic will take approximately half a term to teach.

Guidance for teachers

1. Teachers are advised to plan their scheme of work on the assumption that each topic will take approximately half a term to teach. As the topics are inter-related, teachers are encouraged to produce as much cohesion as possible between the topics.
2. Examples of these inter-relationships:
 - natural topography [1a] with agriculture [6a,b,c]
 - climate [2] with storms, floods and droughts [4b,c,d] and agriculture [6a,b,c]
 - natural resources [3] and environmental challenges [4] (e.g. forests and deforestation)
 - structure and change [5c,d,e] and population structure and growth [9a,b,c]
 - industry [7a,b] and literacy [10b]
3. Case studies should be used when planning lessons wherever possible – e.g. examples of farms, industries, pollution, floods and droughts. Field trips, site visits and work in the community can also be used to exemplify topics in the syllabus.
4. The candidates should use and understand the specialist vocabulary for this syllabus. Such examples include: physical factors, human factors, distribution patterns, aquaculture, deforestation, technology, capital, population structure, infant mortality and literacy.
5. Teachers should use diagrams, graphs, maps, tables, newspaper articles, photographs, etc. wherever possible. This will enable the candidates to extract information from them in order to develop their understanding of the topics covered.
6. The syllabus is concerned with a knowledge of broad trends and not necessarily up-to-date statistics.
7. Teachers should note that their teaching of this material should reflect the weightings of the Assessment Objectives set out in the syllabus. Whilst knowledge and understanding are important, the syllabus also aims to develop skills in using resources such as maps and graphs. It also aims to stimulate discussion on the issues and challenges raised. Teachers should, therefore, also develop candidates' resource skills and should encourage candidates to express their opinions and make evaluations (e.g. on environmental challenges, or health and education).
8. A vital part of the teaching process should be to prepare candidates to answer the type of questions which will appear on the examination paper. For that reason, it is vital to pay close attention to past papers, mark schemes and reports as well as the other support resources endorsed by Cambridge. Candidates should also be encouraged to look at the mark allocations for the questions and to plan their length of response and time accordingly.
9. A Scheme of Work, with suggested teaching activities, is available from Cambridge.

Environment

Topic 1: Physical Features**1 (a) Natural topography**

- location and characteristics of the main landforms: uplands, hills, flood plains, deltaic plains and coastal plains

1 (b) Drainage system

- names and locations of the main rivers: Jamuna-Brahmaputra, Padma, Meghna, Tista and Karnaphuli
- characteristics and formation of the main features of these rivers: flood plains, meanders, braiding, ox-bow lakes, deltas

Topic 2: Climate**2 (a) Characteristics of tropical monsoon climate**

- temperature, rainfall, seasonal variation

2 (b) Factors which contribute to monsoon, depression and thunderstorm rainfall, as well as cyclones**Topic 3: Natural Resources**

The importance to Bangladesh and its sustainable development of each of the following:

3 (a) Forests and biomass

- types, distribution and uses (e.g. wood and dung as energy)

3 (b) Fish

- inland and marine fishing, the main fishing methods and types of fish caught
- developments such as aquaculture

3 (c) Water

- uses of the rivers and groundwater (e.g. irrigation, hydro-electric power, transport)

3 (d) Minerals

- locations and uses (e.g. gas, coal, oil, limestone, china clay, glass/silica sand)

Topic 4: Environmental Challenges

The causes, effects, problems and/or benefits and possible solutions of the following:

4 (a) Climate change

- global warming/greenhouse effect

4 (b) Storms**4 (c) Floods**

- river flooding
- coastal flooding

4 (d) Droughts**4 (e) Arsenic in groundwater****4 (f) Deforestation****4 (g) Pollution**

- water pollution
- air pollution

Economy and Development**Topic 5: Structure and Change in the Economy since 1947****5 (a) The changing share of primary, secondary and tertiary sectors****5 (b) Economic growth in Bangladesh and comparisons with other countries****5 (c) Trends in human development indicators (e.g. health, literacy, life expectancy, poverty, per capita incomes)****5 (d) Trends in urbanisation, migration and landlessness****5 (e) Trends in birth rate, death rate and population growth**

Topic 6: Agriculture – the Importance of Agriculture to Bangladesh**6 (a) Factors affecting agricultural production**

- physical factors (e.g. relief, climate, soil)
- human factors (e.g. labour, technology, capital, land fragmentation, chemicals, seeds, irrigation, aid)

6 (b) Subsistence/food crops

- a study of rice, wheat, pulses and oil seeds showing an awareness of the different environmental requirements of each crop and the processes involved

6 (c) Cash/commercial crops

- a study of jute, tea and sugar cane
- the importance of growing such crops
- the constraints on the expansion of cash crops
- the links with industry

6 (d) The impact of new technologies in agriculture – the Green Revolution**Topic 7: Industry****7 (a) The importance of industrialisation to the development of Bangladesh**

- the obstacles to overcome and the success of Bangladesh as a rapidly growing economy
- the role of the state, the private sector and Multinational Corporations/Companies (MNCs)
- the impact of policy changes (e.g. the changing role of the public sector, infant industry protection and privatisation)

7 (b) Types of industries

- cottage industry (e.g. handicrafts)
- small-scale industry (e.g. garment making)
- large-scale industry (e.g. jute)
- the characteristics of each type of industry and their importance for employment (e.g. gender, age), trade, income and productivity growth

Topic 8: The Service Sector

8 (a) The informal service sector (e.g. includes domestic servants, rickshaw drivers, shop workers)

- its importance in the economy of Bangladesh
- the importance and challenges of moving to high-value added services (e.g. IT related industries)

8 (b) Non-governmental Organisations (NGOs) as service delivery organisations

- e.g. BRAC, Proshika

8 (c) The importance of the financial sector

- its importance for enabling investment and mobilising savings (e.g. private sector banks, public sector banks and micro-credit such as Grameen Bank)

Topic 9: Population Structure and Growth

9 (a) Structure

- age/sex, rural/urban, ethnic/religious
- demographic concepts of birth rate, death rate, dependency ratio, infant mortality, life expectancy and natural increase

9 (b) Population growth of Bangladesh

- reasons (birth and death rates, religious and cultural influences, health and education facilities, etc.)
- problems caused by growth and possible solutions/policies

9 (c) Rural-urban and international migration

- the reasons for population movements and their consequences

Topic 10: Health and Education

10 (a) The health care delivery systems (e.g. hospitals, private clinics, NGOs)

- disease control
- ways of improving the quality of life (e.g. nutrition)

10 (b) The provision and delivery of education (primary, secondary and tertiary)

- the public sector versus the private sector
- the role of the NGOs and the government in improving literacy
- different educational challenges and their priority
- improving literacy
- developing occupational skills and developing professional skills (e.g. professionals and scientists)

5. Additional information

5.1 Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

5.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Bangladesh Studies or related subjects previously.

5.3 Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in Cambridge IGCSE Bangladesh Studies are well prepared to follow courses leading to Cambridge International AS and A Level in related subjects, or the equivalent.

5.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

5.5 Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, Grade A* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
 - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.

- ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
- ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
- ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
- ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
- ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated, according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

5.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website www.cie.org.uk

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

5.7 Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to www.cie.org.uk/igcse. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website <http://teachers.cie.org.uk> which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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