



Mark Scheme (Results)

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Pearson Edexcel International GCSE
In Bangla (4BA0) Paper 1

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1 marking principles for Sections A and B

Candidate responses

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.
- There are no marks for quality of language in this paper, so errors and omissions in spelling and grammar will be tolerated as long as they do not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *It's cheap/affordable*.
- Where appropriate, responses are separated with 'AND' for compulsory answers and 'OR' for possible answers.
- Any parts of an answer that are not essential are bracketed, for example: *Q: What did he study? A: (He studied) Maths*.
- Candidates are likely to write variants on the acceptable answers listed, and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Paper 1: Reading, Writing and Translation mark scheme

Section A

Question number	Answer	Mark
Example:	E	
1(a)	F	(1)
1(b)	G	(1)
1(c)	B	(1)
1(d)	K	(1)
1(e)	H	(1)
1(f)	D	(1)

Question number	Answer	Mark
Example:	Tahir	
2(a)	Nipa	(1)
2(b)	Tahir	(1)
2(c)	Nipa	(1)
2(d)	Nipa (1) Liton (1)	(2)
2(e)	Tahir	(1)
2(f)	Tahir	(1)
2(g)	Liton	(1)

Question number	Answer	Accept	Reject	Mark
3(a)	(স্থানীয় লোকজনকে) বিনা পয়সায় চিকিৎসা দেওয়া	গরিব লোকজনকে চিকিৎসা দেওয়া / চিকিৎসার সুযোগ দেওয়া	সুযোগসুবিধা/ গরিব/ লোকজন	(1)
3(b)	চিকিৎসাবিজ্ঞান কলেজ/ দাতব্য হাসপাতাল (1)	মেডিকেল কলেজ/মেডিকেল/ হাসপাতাল	কলেজ	(১)
3(c)	(প্রথম দুই বছর) চিকিৎসা বিজ্ঞানে (মৌলিক বিষয়ে) প্রাথমিক শিক্ষালাভ করে (1) AND (তৃতীয় বছর থেকে) ছাত্রছাত্রীরা রোগী দেখে হাতেকলমে শেখে (1)	চিকিৎসা বিজ্ঞানের প্রাথমিক জ্ঞানলাভ করে রোগীর সংস্পর্শে এসে/ রোগীদের /সেবা করে শেখে/ চিকিৎসা করে /হাতেকলমে শেখে	শিক্ষা চিকিৎসা রোগ/রোগী	(2)
3(d)	পরস্পরকে সাহায্য করার/ আপনজনের মতো	সহযোগিতাপূর্ণ	সাহায্য না করা	(1)
3(e)	খেলাধুলার জন্য পৃথক মাঠ (1) AND শরীরচর্চার জন্য ব্যায়ামাগার (1)	ফুটবল/ক্রিকেট টুর্নামেন্টের মাঠ / আলাদা /খেলার মাঠ শরীর চর্চার / ব্যায়ামের সুবিধা সুস্থ থাকার জন্য আধুনিক জিম	খেলাধুলা/ ফুটবল/ক্রিকেট দৌড়ানো	(2)
3(f)	ছাত্রছাত্রীদের লেখা নিবন্ধ/বিভিন্ন রোগ ও চিকিৎসা বিষয়ে লেখা/ নিবন্ধ (1)	বিশেষ বিশেষ রোগ নির্ণয়/ রোগ নিরাময়/ চিকিৎসা পদ্ধতি	নিবন্ধ	(1)
3(g)	রং বলমলে/ঐতিহ্যপূর্ণ নাচ-গান /নাচ-গান (1) AND মঞ্চনাটকে কৌতুকপূর্ণ অভিনয় /হাসি-কৌতুক (1)	প্রচলিত দেশি নৃত্য ও সংগীত থিয়েটারে হাসির নাটক করা/ মঞ্চনাটক/কৌতুক/ জেঁক	শিক্ষকদের নাচ-গান সিনেমা	
3(h)	(ক্যাম্পাস ঘেরা) সুদৃশ্য ফুল ও দুর্লভ লতাপাতায় ঘেরা বাগান /ফুলের বাগান (1) AND খড়ের ছাউনীর কুটিরগুলো ঘেঁষে স্বচ্ছপানির হ্রদ / চারপাশের লেইক (1)	সাজানো/ মনোমুগ্ধকর/চোখ জুড়ানো রকমারি ফুলের বাগান কুটিরের পাশের চোখ-জুড়ানো লেইক ছোটো ছোটো/খড়ের কুটির	সবজির ফলের বাগান /বাগান নদী /পুকুর/ কুটির/হ্রদ/লেইক	(2)

Q4 Mark Scheme - Bengali

Question number	Answer	Accept	Reject	Mark
4(a)(i)	খবরের কাগজ পড়া	(দৈনিক) সংবাদপত্র পড়া	কাগজ	(1)

<p>4(a)(ii)</p>	<p>নিচের যেকোনো দুটি: রোজ সকালে পরিবারের সবাই চা নিয়ে বসার ঘরে জড়ো হওয়া (1) OR (টেবিলে রাখা) পত্রিকাগুলো থেকে একজন করে জোরে খবর পড়া (1) OR বিভিন্ন বিষয়ের ওপর নিজনিজ বুদ্ধি খাটিয়ে মত বিনিময়/তর্ক-বিতর্ক করা (1)</p>	<p>সকালে খবরের কাগজ পড়ার জন্য বসার ঘরে উপস্থিত থাকা টেবিলে ছড়ানো খবরের কাগজগুলো থেকে একে একে সংবাদ পড়া পত্রিকায় ছাপানো কোনো লেখা নিয়ে পরস্পরের মধ্যে তর্কাতর্কি করা</p>	<p>শোবার ঘরে আরাম করতেন মেঝেতে পড়া বইপত্র সবাই চুপচাপ পড়তেন মারামারি/হাতাহাতি হতো</p>	<p>(2)</p>
<p>4a(iii)</p>	<p>নিচের দুটি: সময়ানুবর্তিতা/ সময়ের সদ্ব্যবহারের শিক্ষা দিয়ে (1) AND শৃঙ্খলাবোধের শিক্ষা (1)</p>	<p>সময়ের মূল্য দেওয়া নিয়মানুবর্তিতা / নিয়ম মেনে চলা</p>	<p>অলসতা করা অনিয়ম করা</p>	<p>(2)</p>
<p>4a(iv)</p>	<p>পরিবারের সবাই একান্তে নিজনিজ পছন্দের/ মনের মতো কাজে ব্যস্ত থাকতেন</p>	<p>দেরিতে ঘুম থেকে উঠতেন/ নিজস্ব সময়ে পছন্দের কাজ করতেন</p>	<p>তাড়াতাড়ি / বাবামাকে ব্যস্ত রাখতেন</p>	<p>(1)</p>
<p>4a(v)</p>	<p>নিচের যেকোনো দুটি: সাহিত্যে সাময়িকীর পাতায় ধারাবাহিক গল্প/উপন্যাস পড়া (1) AND মুক্তিপ্রাপ্ত নতুন ছায়াছবি সম্বন্ধে বোর্ক (1)</p>	<p>ক্রমিক গল্প/নভেল পড়া / বই পড়া /শব্দ ধাঁধার উত্তর/জবাব খোঁজা সিনেমা/নতুন নতুন ফিল্ম সম্বন্ধে জানা/সিনেমা/ /সিনেমায় আগ্রহ</p>	<p>আলোচনা করা বই/সাময়িকী কার্টুন দেখা /নাটক/জলসা দেখা</p>	<p>(2)</p>
<p>4a(vi)</p>	<p>নিচের দুটি: নতুন নতুন রান্নার রেসিপি খোঁজা (1) AND পরিবারের জন্য (সুস্বাদু/মুখরোচক) খাবার রান্না করা (1)</p>	<p>রেসিপি পড়া /রেসিপি খোঁজা /রেসিপি পরিবারের জন্য (রকমারি স্বাদের) খাবার রান্না করা</p>	<p>ক্রমিক গল্প/নভেল পড়া খাওয়াদাওয়া রান্না করা</p>	<p>(2)</p>

Total marks for Q4a =10

Question number	Answer	Accept	Reject	Mark
4(b)(i)	<p>পারিবারিক সম্পর্ক মধুর / সুন্দর/ ঘনিষ্ঠ সহযোগিতাপূর্ণ হয় (1)</p> <p>AND</p> <p>পত্রিকা পড়ার সুঅভ্যাসের ফলে নিজস্ব/পরিপার্শ্বিক/বিশ্বের ঘটনাবলী সম্পর্কে জ্ঞানলাভ হয় (1)</p> <p>AND</p> <p>কেউ বিপদে পড়লে সবাই তা থেকে উদ্ধার পাওয়ায়/মোকাবেলায় সাহায্য করে (1)</p>	<p>পারিবারিক সম্পর্ক সুদৃঢ় হয়</p> <p>নিয়মিত পত্র-পত্রিকা পড়ে সব ধরনের জ্ঞান পাওয়া যায়</p>	<p>সম্পর্ক খারাপ হয়</p> <p>কাগজ পড়ার বদভ্যাস</p>	(2)
4(b)(ii)	<p>সামাজিক মাধ্যমে অন্যান্যদের সাথে যোগাযোগ / গল্প করে সময় কাটানো যায় (1)</p> <p>AND</p> <p>ইন্টারনেটে প্রয়োজনীয় তথ্য / বিশ্ব-সংবাদ/ই-বুকে গল্প/উপন্যাস পড়া যায় (1)</p>	<p>ফেইসবুকে আলোচনা/সমালোচনা/ মন্তব্য করা যায়</p> <p>দেশ-বিদেশের খবরাখবর ও প্রয়োজনবোধে বিভিন্ন তথ্যের জোগাড় অনলাইনে সম্ভব</p>	<p>যোগাযোগ / গল্প করে সময় কাটানো</p> <p>ইন্টারনেট</p>	(2)

Total marks for Q4b = 4

Section B

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level. For example, if the response is predominantly in band 4–7 with a small amount of band 8–10 material, it would be placed in band 4–7 but be awarded a mark near the top of the band because of the band 8–10 content.

Step 2 Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met in that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment Criteria

Question 5 (14 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 80 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 5: communication and content mark grid

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material
1-2	<ul style="list-style-type: none">• Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful• Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style
3-5	<ul style="list-style-type: none">• Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful• Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style
6-7	<ul style="list-style-type: none">• Successful use of language to narrate and describe people, events and ideas; communication of information is often successful• A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style

Additional guidance

Register and style definition – language used is at a suitable level of formality for the purpose of the task and, where appropriate, the target audience.

Question 5: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material
1-2	<ul style="list-style-type: none">• Produces individual words and set phrases• Limited accuracy in use of straightforward grammatical structures, limited success in referring to past, present and future events; regular errors prevent meaning being conveyed
3-5	<ul style="list-style-type: none">• Produces simple, short sentences, which are sometimes linked• Some accurate use of straightforward grammatical structures, occasional success in referring to past, present and future events; sometimes errors prevent meaning being conveyed
6-7	<ul style="list-style-type: none">• Produces some more complex sentences with some appropriate linking• Mostly accurate use of straightforward grammatical structures, some success in referring to past, present and future events; occasionally errors prevent meaning being conveyed

Additional guidance

Complex language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message, for example consistent mismatching of subject, predicate and parts of speech; incorrect choice of vocabulary; use of spoken language; wrong tense; and spelling errors that change the meaning. For instance, মাতা (mother) and কাল (black) should be considered acceptable but মাতা (head) and কাল (deaf) should not
- errors that convey the wrong message
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 6 (26 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will impact on the marks that can be awarded against the requirements of the communication and content mark grid. In order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

The student is expected to produce 140 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 6: communication and content mark grid

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material
1-3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Occasional adaptation of language to explain or interest or persuade; straightforward thoughts and ideas are expressed with occasional success• Variable use of appropriate vocabulary, register and style; repetitive use of common, familiar language
4-7	<ul style="list-style-type: none">• Communicates information relevant to the task with some development of key points and ideas• Some effective adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with some success• Some appropriate use of vocabulary, register and style; some different examples of common familiar language
8-10	<ul style="list-style-type: none">• Communicates information relevant to the task with development of key points and ideas• Effective and sometimes creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed successfully• Appropriate use of vocabulary, register and style; some examples of uncommon language
11-13	<ul style="list-style-type: none">• Communicates information relevant to the task with consistent expansion of key points and ideas• Creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with flair• Consistently appropriate use of vocabulary, register and style throughout; a wide variety of language is used

Additional guidance

Creative language use – using language in a way designed to create effect and interest. Goes beyond the standard or predictable response.

Register and style definition – language used is at a suitable level of formality for the purpose of the task and, where appropriate, the target audience.

Question 6: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material
1-3	<ul style="list-style-type: none">• Uses mainly straightforward grammatical structures• Occasional sequences of fluent writing, with occasional extended, linked sentences• Occasionally accurate straightforward language and grammatical structures; occasionally successful references to past, present and future events; errors occur that sometimes hinder clarity of communication
4-7	<ul style="list-style-type: none">• Some variation of grammatical structures, including some repetitive instances of complex language• Prolonged sequences of fluent writing, with some extended, well-linked sentences• Generally accurate language and structures; some successful references to past, present and future events; errors occur that occasionally hinder clarity of communication
8-10	<ul style="list-style-type: none">• Uses a variety of grammatical structures including some different examples of complex language• Mostly fluent response, with frequent extended sentences, mostly well linked• Mostly accurate language and structures; mostly successful references to past, present and future events; errors rarely hinder clarity of communication
11-13	<ul style="list-style-type: none">• Uses a wide variety of grammatical structures, including complex language• Fluent response throughout with extended, well-linked sentences• Consistently accurate language and structures; consistently successful references to past, present and future events; few or no errors that hinder the clarity of the communication

Additional guidance

Complex language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect the meaning, for example incorrect use of a pronoun where there is no confusion as to whom the pronoun refers; incorrect arrangement of words that does not hinder clarity; occasional use of spoken language that does not affect the meaning; incomplete sentences that convey the intended message.
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

NB: these are examples only and do not constitute a finite list.

Paper 1 Marking Principles for Section C

Mis-spelling is tolerated as long as it does not lead to ambiguity, e.g. *drought* misspelled as *drowght* would be acceptable but misspelled as *draught* would be unacceptable as this would lead to ambiguity.

Students are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if a Bangla speaker would understand the translation without having understood the text in its original language.

Question number	Text	Correct answer	Acceptable answers	Reject	Mark
7	The expansion of the ready-made garments industry	তৈরী পোশাক শিল্পের / গার্মেন্টস শিল্পের সম্প্রসারণ	তৈরী পোশাক কারখানার বৃদ্ধি	শিল্প-কারখানা	(1)
	in the Bengali society.	বাঙালি সমাজে	বাঙালিদের জন্য	সমাজে	(1)
	has brought remarkable changes	উল্লেখযোগ্য পরিবর্তন সাধন করেছে।	পরিবর্তন এনেছে	পরিবর্তন হয়নি	(1)
	Thousands of people	হাজার হাজার /হাজারো মানুষের	অনেক লোকজন	মানুষ/শত	(1)
	have been employed.	কর্মসংস্থান হয়েছে	চাকরী পেয়েছে	কাজ পায়নি	(1)
	In this industry.	এই শিল্পে।	এই প্রকল্পে	শিল্প	(1)
	It contributes tremendously to the national economy	এটি জাতীয় অর্থনীতিতে ব্যাপকভাবে অবদান রাখে	প্রচুর/অনেক /অসংখ্য	কম অবদান	(1)
	and has changed	এবং বদলে দিয়েছে	পরিবর্তন এনেছে	একঘেয়ে করেছে	(1)
	the lives of many women in Bangladesh.	বাংলাদেশের অনেক নারীর জীবন।	মহিলার	পুরুষের	(1)
	The financial stabilities of these women	এসব নারীদের আর্থিক স্থিতিশীলতা	আর্থিক স্বনির্ভরতা	টাকাপয়সার অভাব	(1)
	In the society.	সমাজে	ঘরে বাইরে	বিদেশে	(1)
	raise their status	গীদের মর্যাদা বাড়ায়	সম্মান বৃদ্ধি করে/ মান বাড়িয়েছে	মান কমাতে	(1)
	In these recent years,	সাম্প্রতিক কালে,	সম্প্রতি/ কিছুদিন আগে / গত বছরগুলোতে	ভবিষ্যতে/বর্তমানে	(1)
	this industry started	এই শিল্প শুরু করেছে	প্রচার করছে	ছাঁটাই করছে	(1)
	promoting new designers,	নতুন নতুন নকশাবিদদের প্রচার	ডিজাইনারদের	কর্মী	(1)

which were mostly female	যাদের অধিকাংশই নরী।	বেশিরভাগই মহিলা	অল্প সংখ্যক	(1)
Some are in different sectors.	কেউ কেউ বিভিন্ন কর্মক্ষেত্রে	কিছু সংখ্যক নানান দফতরে/কাজের জায়গায়	দোকানে/বাড়িতে	(1)
holding senior positions and	উর্ধ্বতন পদগুলোতে অধিষ্ঠিত এবং	উঁচু পদগুলোতে বহাল আছেন	নিচু পদে	(1)
are making a significant contribution	গুরুত্বপূর্ণ অবদান রাখছেন।	উল্লেখযোগ্য	মোটামুটি/ সীমিত	(1)
to promote the business	ব্যবসার প্রসারে /বৃদ্ধিতে	ব্যবসার উন্নয়নে	ব্যবসা ডুবাতে	(1)