



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International GCSE
In Bangla (4BA0) Paper 1
Reading, Writing and Translation

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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:	D	
1(a)	A	(1)
1(b)	B	(1)
1(c)	G	(1)
1(d)	H	(1)
1(e)	M	(1)
1(f)	F	(1)

Question number	Answer	Mark
Example:	Tomal	
2(a)	Tomal and Nargis	(2)
2(b)	Nargis	(1)
2(c)	Nargis and Shaon	(2)
2(d)		
2(e)	Shaon	(1)
2(f)	Nargis and Shaon	(2)

Question number	Answer	Accept	Reject	Mark
3(a)	ষোলো বছর (1)	ষোলো/১৬	সাত/ছয়	(1)
3(b)	সেলাই কারখানায় (1) AND নবম শ্রেণিতে (1)	গারমেন্ট ফ্যাক্টরিতে ৯ম শ্রেণি/৯ম ক্লাসে	অটোরিকশায়/কারখানায় ক্লাস ষোলোতে	(2)
3(c)	অটোরিকশাচালক (1) AND অনেক টাকা (1)	সি এন জি ড্রাইভার অনেক বেশি/বেশি টাকা	রিকশাচালক/অটো জানেন না	(2)
3(d)	(আনুমানিক) পঞ্চাশজন (1) AND জাতীয় শিশু দিবস (1)	রুবিনা ও জনি/সাইম ও হাসান শিশু দিবস	আনন্দভ্রমণ উৎসব	(2)
3(e)	বড় (1)	টিলেঢালা/বড় মাপের/বড় আকারের	ছোট	(1)
3(f)	সুন্দর (1) AND ওপর থেকে দেখা (1)	অন্যরকম দূর থেকে দেখতে পারা	মেট্রোরেল বাইরের দৃশ্য	(2)
3(g)	যখন খুশি তখন মেট্রোরেল চড়বে (1) AND অনেক পরিশ্রম করে টাকা আয় করবে (1)	(যখন ইচ্ছে) মেট্রোরেল উঠবে অনেক টাকা উপার্জন করবে	মেট্রোরেল/ পরিশ্রম করবে কাজ/ পরিশ্রম করবে/ মেট্রোরেল	(2)

Question number	Answer	Accept	Reject	Mark
4(a)(i)	দুইবার (1)	দুবার/২ বার	প্রথমবার/একবার	(1)
4(a)(ii)	১৯১২ সালে (1)	১৯১২-এ	১৮৭৮ সনে	(1)
4(a)(iii)	তঁর আত্মীয়ের বাসায় ছিলেন (1)	তঁর আত্মীয় ছিলো	ভাইয়ের সাথে ছিলেন	(1)
4(a)(iv)	আইন বিষয়ে (1)	'ল' নিয়ে/আইন বিভাগে	লন্ডন ইউনিভার্সিটিতে	(1)
4(a)(v)	(নিচের যেকোনো দুটি) বাড়িটি উদ্যানের সামনে (1) or লেখক বাড়িতে পেয়িং গেস্ট ছিলেন (1) or বাড়িওয়ালা ডাক্তারি করেন (1)	বাড়িটি পার্কের সামনে/লেখক বাড়িতে পেয়িং গেস্ট ছিলেন বাড়ির মালিক চিকিৎসা করেন/ডাক্তার	লন্ডনে আইন পেশায়	(2)
4(a)(vi)	অনেক শীত/মাটি উর্বর নয় (1)	ঠাণ্ডার প্রকোপ/অনুর্বর মাটি	পাথুরে মাটি	(1)
4(a)(vii)	(নিচের যেকোনো দুটি) বগলে ছাতি নিয়ে হুস হুস করে চলেন/কারো দিকে কোন ফ্রক্কেপ নেই/সময় তাদের ফাঁকি দিয়ে যেন না পালায় (1) উদ্বেগ নিয়ে (ব্যস্ত হয়ে) চলা/শীতের সাথে লড়াই করা (গরম কাপড় পরা) (1)	(ছাতি হাতে) নিজের খেয়ালে চলা ব্যস্ত পথ চলা বেশি কাপড় পরা	মানুষ দেখতে দেখতে পথ চলে অনেক খাবার খায়	(2)
4(a)(viii)	অনেক খাবার খেতে হবে (1)	বেশি করে খাবার খেতে হবে	গরম কাপড় পরতে হবে	(1)

Section B

Question number	Answer	Accept	Reject	Mark
4(b)(i)	লেখাপড়া নিয়ে ব্যস্ত থাকা/ নতুন জিনিসের সাথে পরিচিত হওয়া (1) AND সহপাঠীদের সংস্কৃতির ব্যাপারে জানতে হবে/আশেপাশে ঘুরে দেখতে হবে (1)	নিয়মিত লেখাপড়া করতে হবে/নতুন কিছু সাথে পরিচিত হওয়ার সুযোগ খুঁজতে হবে সময় নিয়ে সহপাঠীদের সম্পর্কে জানতে হবে/ ক্যাম্পাসের ক্লাবে যোগ দিতে হবে	আত্মীয়স্বজনের সাথে যোগাযোগ করতে হবে ভিন্ন সংস্কৃতির তাই বহিরাগত ভেবে আলাদা থাকতে হবে	(2)
4(b)(ii)	প্রতিদিনের কাজের একটা রুটিন করা (1) AND নানা রকম চ্যালেঞ্জের মোকাবেলার মাধ্যমে আত্মবিশ্বাস বাড়ানো/নতুন বিষয়ে মনোযোগ তৈরি করা (1)	কাজ জমিয়ে না রেখে সময়মতো সেরে ফেলতে হবে বিভিন্ন অভিজ্ঞতা লাভ করা	এলোমেলোভাবে কাজ করতে হবে আত্মবিশ্বাস ও মনোযোগ নষ্ট হয়/ জীবনের উন্নয়ন/ আত্ম-উন্নয়ন	(2)

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	No rewardable material
1-2	• 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	• 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	• 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	No rewardable material
1-2	- 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	- 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	- 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 কালো (black) should be considered acceptable but মাতা (head) and কালো (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	• No rewardable material
1-3	• 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	• 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	• 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	- 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
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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	No rewardable material
1-3	- 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	- 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	- 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	- 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
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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	My friend and I	আমার বন্ধু ও আমি	আমি ও আমার বন্ধু	বন্ধু ও বন্ধুর ভাই	(1)
	study at the same school.	একই স্কুলে পড়ি।	একই বিদ্যালয়ে যাই।	আলাদা স্কুলে পড়ে।	(1)
	Yesterday, during break,	গতকাল বিরতির সময়	কাল ব্রেকের সময়,	আজ স্কুল শেষে	(1)
	we made our way to the canteen.	আমরা ক্যান্টিনের পথ ধরে সেখানে গিয়েছিলাম।	আমরা ক্যান্টিনে যাওয়ার রাস্তা দিয়ে সেখানে গেলাম।	বাড়ি ফিরে গিয়েছি।	(1)
	However, rather than eating,	যাহোক, না খেয়ে	অবশ্য কিছু না খেয়ে	সেখানে একদিকে খেয়েছি	(1)
	we decided to chat about our favourite actor.	আমরা আমাদের প্রিয় অভিনেতা সম্পর্কে কথা বলার সিদ্ধান্ত নিয়েছিলাম।	আমরা আমাদের পছন্দের অভিনেতার ব্যাপারে আড্ডা দেওয়া ঠিক করেছিলাম।	ও পড়েছি।	(1)
	On Wednesdays, after school,	বুধবারগুলোতে স্কুলের পরে	প্রাত বুধবার স্কুল শেষে	বৃহস্পতিবার স্কুল শুরু আগের	(1)
	to watch and critique movies.	ছায়াছবি দেখতে ও সমালোচনা করতে	সিনেমা দেখতে ও আলোচনা করতে	আমি জিমে যাই	(1)
	we attend a film club	আমরা একটি চলচ্চিত্র ক্লাবে যাই।	আমরা মুভি ক্লাবে যাই।	ও ব্যায়াম করি।	(1)
	In my view,	আমার দৃষ্টিতে	আমার মতে	আমি মানি না যে	(1)

	than just socialising.	শুধুমাত্র সামাজিকতার চেয়ে	শুধু মেলামেশার চেয়ে	একা থাকার চেয়ে	(1)
	this is more	এটা বুদ্ধিচর্চার দিক থেকে বেশি	এটা বুদ্ধিবৃত্তির ক্ষেত্রে	বাইরে থাকাই	(1)
	intellectually enriching	সমৃদ্ধ	আরও সমৃদ্ধ	ভালো	
	My brother is	আমার ভাই	আমার ভ্রাতা	আমার বোনের	(1)
	a sports enthusiast,	একজন ক্রীড়া উৎসাহী,	খেলাধুলায় উদ্যমী,	নাচে খুব আগ্রহ,	(1)
	who plays every day.	যে প্রতিদিন খেলে	যে প্রতিদিন খেলে	আর প্রায়ই নাচে	(1)
	and a keen footballer,	আর সে একজন উদ্যমী ফুটবল খেলোয়াড়।	এবং সে একজন তুখোড় ফুটবলার।	ও গান গায়।	(1)
	Next Thursday,	আগামী বৃহস্পতিবার	পরের বৃহস্পতিবার	গত বুধবার	(1)
	a match is due to take place.	একটি ম্যাচ হওয়ার কথা।	একটি খেলা হবে।	তার অনুষ্ঠান ছিলো	(1)
	We plan to go	আমরা পরিকল্পনা করেছি যাবো	আমরা দেখতে যাওয়ার পরিকল্পনা করেছি	আমরা দেখতে পারিনি	(1)
	and offer him our full support.	ও আমাদের পূর্ণ সমর্থন তাকে জানাবো।	ও তাকে আমাদের পূর্ণ অনুপ্রেরণা দেবো।	ব্যস্ত থাকার কারণে।	(1)