



Mark Scheme (Results)

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

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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: | H | |
| 1(a) | B | (1) |
| 1(b) | A | (1) |
| 1(c) | D | (1) |
| 1(d) | C | (1) |
| 1(e) | L | (1) |
| 1(f) | J | (1) |

| Question number | Answer | Mark |
|-----------------|-------------------|------------|
| Example: | Nina | |
| 2(a) | Mamun (1) Romi(1) | (2) |
| 2(b) | Mamun | (1) |
| 2(c) | Romi | (1) |
| 2(d) | Nina | (1) |
| 2(e) | Mamun | (1) |
| 2(f) | Nina | (1) |
| 2(g) | Romi | (1) |

| Question number | Answer | Accept | Reject | Mark |
|-----------------|--|---|---|------------|
| 3(a) | তরুণদের প্রেরণা দেওয়া | উৎসাহ দেওয়া OR তরুণদের/তাদের সৃজনশীল /কল্পনাশক্তি/মনের ভাব/ভাব/ মতামত প্রকাশে/উৎসাহিত করা | বারণ করা শিশুদের খুশি করা | (1) |
| 3(b) | রঙ/তুলি দিয়ে | তুলির ছোঁয়ায়/ আঁকার প্রতিযোগিতা করে /হাতে ছবি এঁকে | রঙ | (1) |
| 3(c) | শহরের স্কুলগুলোর ছাত্রছাত্রীরা | শহরে /বড়ো বড়ো শহরের স্কুলছাত্রছাত্রীরা/শিক্ষার্থীরা | গ্রামের স্কুলে | (1) |
| 3(d) | আঁকা ছবি তৈরি করবে | নির্বাচিত হবে/হাতে এঁকে ছবি বানাবে | ছবি তুলবে | (1) |
| 3(e) | স্কুলে স্কুলে যাওয়া AND তাদের আঁকা ছবির প্রদর্শনী করা | বিভিন্ন স্কুলে যাওয়া/দেশের বড়ো বড়ো শহরের স্কুলগুলোতে যাওয়া/প্রশিক্ষণ নেওয়া/আয়োজন করা | এলাকায়/গ্রামে যাওয়া ক্যামেরা নেওয়া | (2) |

| | | | | |
|------|---|---|-----------------------------|-----|
| | | তাদের নিজেদের কাজের প্রদর্শনী করা | | |
| 3(f) | নেতৃত্বের দক্ষতা | প্রশিক্ষণের মাধ্যমে চিত্রাঙ্কনে দক্ষ/পারদর্শী হওয়া/ভালো ছবি আঁকার কৌশল শেখা/বাঙালি সংস্কৃতি/সংস্কৃতির প্রতিফলন | বিদেশি কালচার শেখা | (1) |
| 3(g) | প্রবীণ চিত্রশিল্পীরা | বাংলাদেশের নামকরা/বয়স্ক আর্টিস্টরা/অভিজ্ঞ/প্রবীণ চারুশিল্পীরা | শিল্পীরা | (1) |
| 3(h) | পুরস্কার AND (জাতীয় আর্ট গ্যালারীতে) তাদের চিত্রকর্মের /আঁকা ছবির প্রদর্শন করা হবে (1) | প্রাইজ/জাতীয় পদক পাবে এক লাখ টাকা পাবে/তাদের আর্টওয়ার্ক দেখানো হবে (1) | ছাড়পত্র নাচ-গান দেখানো হবে | (2) |
| 3(i) | বাংলাদেশ বাণিজ্যিক ব্যাংক | (বাংলাদেশের) বড়ো বড়ো কম্পানি/প্রতিষ্ঠান | জনসেবক | (1) |
| 3(j) | তরুণ চিত্রশিল্পীরা | কমবয়সী/নবীণ/শিক্ষার্থীরা | প্রবীণ চিত্রশিল্পী | (1) |

Q4 Mark Scheme - Bangla

| Question number | Answer | Accept | Reject | Mark |
|-----------------|---|--|---|------|
| 4(a)(i) | নাবিক (1) + লেখক (1) | জাহাজের কর্মচারী/জাহাজ চালক | চালক গায়ক | (2) |
| 4(a)(ii) | কমবয়সী/কিশোরদের জন্য | ছোটো ছেলেমেয়েদের | বড়োদের | (1) |
| 4(a)(iii) | নিচের যেকোনো দুটি: প্রচুর বই পড়া (1) OR নিজের অভিজ্ঞতা থেকে/অন্যের অভিজ্ঞতার আলোকে লেখা (1) OR | অনেক বই পড়া নিজের/অপরের জ্ঞান থেকে লেখা লেখায় ফুটে উঠবে বিচিত্রতা/বিভিন্নতা/স্বকীয়তা/স্বাধীনতা | চিঠি পড়া লেখা নকল করা একই ধরনের লেখা | (2) |

| | | | | |
|----------|---|---|--|-----|
| | লেখায় প্রকাশ পাবে বৈচিত্র্য/স্বাভাব্য (1) | | | |
| 4(a)(iv) | লোকজন শহরে চলে যাওয়ায় চাষাবাদে যে ক্ষতি হয়েছে সে কারণে তাঁর নানার নৈরাশ্যে (1) | গ্রামের মানুষদের গ্রাম ছাড়ার জন্য কৃষিকাজের লোকসান/দুরবস্থা/অবস্থা দেখে | নানার আশা- ভরসায় | (1) |
| 4(a)(v) | নিচের যেকোনো দুটি: গ্রামে গিয়ে/ বন্ধুদের সাথে কৃষিকাজ করা (1) OR বৈজ্ঞানিক উপায়ে চাষ করে ফলন বাড়ানো (1) OR কৃষি-বিশেষজ্ঞদের সহায়তায় ফলন বাড়ানো (1) | লেখালেখির কাজ থেকে খামার/কৃষি খামার করা ঠিক করলেন বিজ্ঞানসম্মত ভাবে চাষ করা উন্নতমানের বীজ/ফসলের বীজ বোনা | কারখানা করা প্রচলিত উপায়ে চাষ করবে সরকারের সাহায্যে | (2) |
| 4(a)(vi) | নিচের দুটি: বেকারত্ব কমানোর জন্য প্রত্যেক গ্রামে খামার গড়ে (1) AND লেখকের কলমের লেখা/লেখায় কৃষিকাজকে এগিয়ে নেওয়ার জন্য তরুণদের প্রেরণা দিয়ে (1) | খামার তৈরি করে কর্ম-সংস্থানের সুযোগ করে দিয়ে/বেকারত্ব কমিয়ে স্থানীয় লোকজনকে হাতে-কলমে চাষাবাদ করতে শেখালে/ লেখকের লেখা থেকে কমবয়সীদের চাষাবাদে উৎসাহ দিয়ে/উদ্বুদ্ধ করে | স্কুল বানিয়ে/ ছাটাই করে লোকজনকে ভয় দেখিয়ে | (2) |

Total marks for Q4a = 10

| Question number | Answer | Accept | Reject | Mark |
|-----------------|--|---|--|------|
| 4(b)(i) | <p>(প্রযুক্তিনির্ভর কৃষি-খামার গড়ার এই উদ্যোগ) লোকজনকে গ্রামে ফিরে গিয়ে কৃষিকাজ করায় উৎসাহিত করবে (1)</p> <p>AND</p> <p>গ্রামের গরীব লোকজন চাষাবাদ করে জীবিকা নির্বাহ করতে পারবে/আর্থিক দিক দিয়ে সচ্ছল হতে পারবে (1)</p> | <p>লোকজন গ্রামে ফিরে যাবে/প্রযুক্তির মাধ্যমে জমির ফলন বাড়ানো/চাষাবাদ করে নতুন প্রজন্মের বেকারত্ব কমানো/বেকারত্ব কমানো</p> <p>আর্থিক সচ্ছলতা আসতে পারে/লোকজনের জন্য ভালোভাবে জীবিকা নির্বাহ করা/চালানো ও আর্থিকভাবে স্বনির্ভর হওয়া</p> | <p>শহরে কাজ করবে</p> <p>দারিদ্র বাড়াবে</p> <p>অভাব/অসচ্ছলতা থাকবে</p> | (2) |
| 4(b)(ii) | <p>গ্রামের লোকজনকে শিক্ষা দেওয়া/কাজের ভালো-মন্দের গুরুত্ব বোঝার ব্যাপারে তাদেরকে সচেতন করা (1)</p> <p>AND</p> <p>ফসল ফলনের প্রত্যেক ধাপে যোগাযোগ/পরিবহনের সুষ্ঠু ব্যবস্থা থাকলে চাষীরা সময়মতো তাদের ফলন থেকে ভালো রোজগার পেতে পারে (1)</p> | <p>গ্রামের লোকজনকে শিক্ষিত করা/চাষীদের শিক্ষা দিলে তারা নিজেদের কাজের মূল্যায়ন করতে পারবে/প্রতারণিত হবে না/তাদের ফসল/পণ্য বাজারজাত করা/ভালো(উন্নত) যোগাযোগ ব্যবস্থা থাকা/(গ্রামের) লোকজনের দারিদ্র/অন্যের ওপর তাদের নির্ভরশীলতা দূর করা/উপযুক্ত(নায্য) মজুরীর ব্যবস্থা করা</p> | <p>শহরে যাবে</p> <p>ডিজিটাল বাংলাদেশে বাস করবে</p> <p>পরিবহন না থাকা/ফসল পাবে না</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 phrasesLimited 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 linkedSome 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 linkingMostly 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 | for young people | তরুণ-তরুণীদের | যুবক-যুবতীদের | লোকজন | (1) |
| | to express innovative ideas. | উদ্ভাবনী চিন্তাধারা প্রকাশের জন্য | নতুন চিন্তা/ধারণা/ভাব/মতামত | পুরনো চিন্তা | (1) |
| | Bangladesh Youth Parliament | বাংলাদেশ যুব সংসদ | তরুণ/যুবক/ইয়ুথ পার্লামেন্ট | শিশু | (1) |
| | is a strong media | একটি শক্তিশালী মাধ্যম। | শক্ত/বলিষ্ঠ/প্রভাবশালী/বড়ো মিডিয়া/গণমাধ্যম | দুর্বল | (1) |
| | leadership skills amongst young people | তরুণদের নেতৃত্বের দক্ষতালাভে | নিপুনতা/পারদর্শিতা নেতা হওয়ার যোগ্যতা | অযোগ্যতা | (1) |
| | and on issues of local, national, and global importance | ও স্থানীয়, জাতীয় এবং বিশ্বের গুরুত্বপূর্ণ বিষয়ে / বিষয়গুলোতে | পৃথিবীজোড়া/বৈশ্বিক | নিজস্ব | (1) |
| | an increasing awareness | সচেতনতা বাড়াতে | সজ্ঞানতা/জ্ঞান বাড়াতে | অজ্ঞানতা/খামখেয়ালি | (1) |
| | It facilitates | এটি (এই সংসদ) সুযোগসুবিধা দেয়। | সুলভ/সহজতর করে | বাধা দেয় | (1) |
| | of the Government. | সরকারের | সরকারি | বেসরকারি | (1) |
| | against any decision | যেকোনো সিদ্ধান্তের বিরুদ্ধে | নীতি/নির্দেশনা | কল্পনা | (1) |
| | also, to raise their voices | বলিষ্ঠ কণ্ঠে (জোর গলায়)আওয়াজ তুলতেও (দাবী জানাতেও) | উঁচুগলায়/উঁচুস্বরে | নিচু গলায় ডাকতে পারে | (1) |
| | It enables young people | এটি(এই সংসদ) তরুণদেরকে সক্ষম করে। | এই পার্লামেন্ট যুবসমাজকে যোগ্য করে/করে তোলে | অপারগ হয় | (1) |
| | recently | সম্প্রতি | কিছুদিন আগে/ইদানীং | অনেক আগে | (1) |

| | | | | |
|--|---|--|---------------------------|-----|
| The Youth Parliament members | যুব সংসদ সদস্যরা | যুব সাংসদরা/পার্লামেন্ট মেম্বাররা | শিশুরা | (1) |
| on topics such as the protection of Sundarbans and the urban developments. | সুন্দরবনের সুরক্ষা এবং নগর উন্নয়নের বিষয়গুলোর ওপর | বনকে রক্ষা করা/ বাঁচানো এবং শহর উন্নয়ন বিষয়ে/ শহরের উন্নতিতে | ধ্বংস করা/ গ্রামের উন্নতি | (1) |
| held fruitful discussions | ফলপ্রসূ আলোচনা করেছে। | ফলদায়ক/সফল কথাবার্তা চালিয়েছে | বিফল চেষ্টা | (1) |
| This Parliament | এই সংসদ | এই পার্লামেন্ট | এই সরকার | (1) |
| a fair national election to the Government | সরকারের কাছে একটি সুষ্ঠু জাতীয় নির্বাচনের | শাসকবর্গের কাছে পক্ষপাতহীন/নিরপেক্ষ ইলেকশান | জনতার পক্ষপাতী ভোট | (1) |
| as well as facilitating job opportunities for the youngsters. | ও তরুণদের জন্য চাকরীর সুযোগসুবিধা দেওয়ার | কমবয়সীদের কাজের উপায় বের করার | বয়সীদের বরখাস্ত করার | (1) |
| also demanded | দাবিও জানিয়েছে। | পেশ করেছে | অমান্য/অস্বীকার করেছে | (1) |