



Pearson

Mark Scheme

Summer 2021 (Results)

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:	E	
1(a)	A	(1)
1(b)	K	(1)
1(c)	D	(1)
1(d)	I	(1)
1(e)	L	(1)
1(f)	H	(1)

Question number	Answer	Mark
Example:	Mizan	
2(a)	Kajol	(1)
2(b)	Mizan (1) Rahul (1)	(2)
2(c)	Kajol (1) Rahul (1)	(2)
2(d)	Kajol	(1)
2(e)	Rahul	(1)
2(f)	Rahul	(1)

Question number	Answer	Accept	Reject	Mark
3(a)	চিকিৎসা বিজ্ঞানের/তৃতীয় বর্ষের ছাত্রী	মেডিকেল কলেজের/ থার্ড ইয়ারের	ঢাকা কলেজের ছাত্রী	(1)
3(b)	বিশ্বসুন্দরীর খেতাব পান	বিজেতা হন	মডেল হন	(1)
3(c)	রাজধানীতে/ঢাকায়/বসুন্ধরায় (1) AND সুস্মিতা সেন (1)	জাঁকজমকের সাথে	সাধারণ/সাদাসিধাভাবে	(2)
3(d)	সেরা দশে আসতে পারেননি	সেরা দশে আসতে ব্যর্থ হন	সেরা দশের জন্য প্রতিদ্বন্দ্বিতা করেন	(1)
3(e)	বিগত মিস ওয়ার্ল্ড (1) AND বলিউডের (সিনেমা) অভিনেত্রী (1)	সাবেক	অনাগত	(2)
3(f)	চোখের চিকিৎসা করা (1) AND সমতা ও নারীর ক্ষমতায়নের স্বার্থে আন্দোলন করা (1)	চোখের অপারেশন	রোগের অপারেশন	(2)
3(g)	একেবারেই ছিলো না	একদম ছিলো না	খুশি	(1)
3(h)	মিমি (চিকিৎসা বিজ্ঞানে) ডিগ্রি নেবে (1) AND রোগ নিয়ে গবেষণা করবে/ সাধারণ লোকজনের চিকিৎসা করবে (1)	বড়ো ডাক্তার হবে রোগ সারাবে	মডেল হবে	(2)

Q4 Mark Scheme - Bengali

Question number	Answer	Accept	Reject	Mark
4(a)(i)	নিচের দুটি: আকাশে একটা ঘুড়ি কেটে গেলো (1) + ঘুড়ির পেছনে (1)	ঘুড়ি বাকাটা হলো ঘুড়িটা ধরার জন্য	ঘুড়ি আকাশে উড়লো	(2)
4(a)(ii)	ভীষণ বিরক্ত	অখুশি	হতাশ	(1)
4(a)(iii)	নিচের যেকোনো তিনটি: সপ্তাহে দুদিন ছবি আঁকার ক্লাশ হয় (1) OR লেখকের সমবয়সী ছেলেমেয়েরা আঁকা শেখে(1) OR ছবি আঁকার সরঞ্জাম স্কুল থেকে দেওয়া হয় (1) OR ছবি আঁকা শেখার জন্য কোনো পয়সা লাগে না (1)	আঁকার জন্য ছাত্ররা শুধু পেন্সিল ও রবার আনবে রঙতুলি ও কাগজ স্কুল থেকে দেওয়া হবে বিনা পয়সায় ছবি আঁকা শেখা যায়	বিনা পয়সায় গান শেখা যাবে	(3)
4(a)(iv)	আনন্দে আত্মহারা হলেন	অত্যন্ত খুশি হলেন	দুঃখ পেলেন	(1)
4(a)(v)	নিচের যেকোনো তিনটি: প্রথম ছবি আঁকার সময় আদর পেলেন (1) OR গুরুতে অনেকগুলো পুরস্কার পেলেন (1) OR (স্বনামধন্য) দাদাভাইয়ের সহায়তায় কচি-কাঁচা পত্রিকায় তাঁর আঁকা ছবি ছাপা হলো (1) OR তার ছাপানো প্রথম ছড়ার কল্যাণে তিনি ছড়াকার হলেন (1)	আঁকার ক্লাশে তাকে স্বাগত জানালো ছবি এঁকে তিনি জাতীয় পুরস্কার পেলেন/ পত্রিকায় তাঁর অনেকগুলো ছবি ছাপানো হলো দাদাভাই লেখকের প্রথম ছড়া ছাপালেন।	আঁকতে বসে তিনি মিষ্টি খেলেন।	(3)

Total marks for Q4a = 10

Question number	Answer	Accept	Reject	Mark
4(b)(i)	সফল হতে হলে কোনো প্রতিষ্ঠিত ব্যক্তির সাহায্যের প্রয়োজন। (1) OR স্বনামধন্য কোনো ব্যক্তির সঠিক পথ দেখানো জীবন গড়তে কাজে লাগে। (1) AND সঠিক পথে চলার নির্দেশের অভাবে পথ হারানোর ভয় থাকে। (1) OR উদ্দেশ্যহীন/পথপ্রদর্শকের উপদেশ ছাড়া পথ চললে অনেক সময় ব্যর্থ হতে হয়। (1)	স্বনামধন্য লোকের সহায়তায় সঠিক পথনির্দেশ		(2)
4(b)(ii)	জীবন গড়তে কোনো বিশিষ্টজনের প্রভাব ও হস্তক্ষেপের প্রয়োজন নেই। (1) OR বাবা-মায়ের লালন-পালন, অনুশাসন / শিক্ষক-শিক্ষিকাদের উপদেশ ছেলেমেয়েদের জীবন গড়তে সাহায্য করে। AND পথনির্দেশের অভাবে /নিজের অক্ষমতা আর্থিক বাধার ফলে অনেকেই ব্যর্থ/বিপথগামী হয় (1)	নিজের পায়ে দাঁড়ানোর শিক্ষা না নিয়ে অন্যের ওপর ভরসা করা ঠিক নয়। অভিভাবক/শিক্ষকদের পরামর্শ আমাদের সবার চলার পথের পাথেও। শুধুমাত্র বাবা-মায়ের প্রতিপত্তি/অর্থবলে জীবন গড়লে সে জীবনে সবসময় সফলতা আসে না। (1)	বিলাসবহুল জীবন সবার কাম্য। শুধু অর্থবলেই মানুষ সফল হতে পারে।	(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	• 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 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	• 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

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

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	supported by economic growth	অর্থনৈতিক প্রবৃদ্ধির সহায়তায়	উন্নয়নের সাহায্যে	সার্বিক উন্নতি	(1)
	in reducing poverty	দারিদ্র হ্রাসে	কমানোর জন্য	বাড়ানোর জন্য	(1)
	Bangladesh has made remarkable progress	বাংলাদেশ উল্লেখযোগ্য উন্নতি করেছে।	বাংলাদেশ উল্লেখযোগ্য উন্নতি করেছে।	অনুলত রয়েছে	(1)
	In the last two years,	গত দুই বছরে	২ বছরে	শুধু ২	(1)
	its poverty	এর দারিদ্র	গরিবি কমেছে	বেড়েছে	(1)
	had reduced thirty three percent approximately.	আনুমানিক তেত্রিশ শতাংশ হ্রাস পেয়েছে।	প্রায় ৩৩% কমেছে	ইংরেজিতে %	(1)
	Rapid growth enabled in 2015.	দ্রুত উন্নয়নের ফলে ২০১৫ সালে	তাড়াতাড়ি উন্নতি	শুধু ২০১৫	(1)
	a middle-income country status also.	একটি মধ্য-আয়ের দেশের মর্যাদায়ও	সম্মান	শুধু আয়ের দেশ	(1)
	enabled Bangladesh to reach	বাংলাদেশ পৌঁছতে সক্ষম হয়েছে।	পৌঁছাতে পেরেছে	শুধু পেরেছে	(1)
	Sustained economic growth	টেকসই অর্থনৈতিক প্রবৃদ্ধি	বিস্তৃতি	শুধু প্রবৃদ্ধি	(1)
	for energy, transport and urbanization.	শক্তি, পরিবহন এবং নগরায়ণের	যানবাহন	শুধু শক্তি বা যানবাহন বা নগরায়ণ	(1)
	has rapidly increased the demand	দ্রুত চাহিদা বাড়িয়েছে।	বৃদ্ধি করেছে	শুধু বেড়েছে	(1)
	However, still	তবে এখনও	এ পর্যন্ত	তখন	(1)
	about millions of people	বাংলাদেশের লক্ষ লক্ষ মানুষ	মিলিয়ন জনগণ	শুধু মিলিয়ন	(1)

	living below the poverty line	দারিদ্রসীমার নিচে বাস করে	থাকে	গুধু নিচে বাস করে	(1)
	So, Bangladesh faces challenges	যার জন্য বাংলাদেশ চ্যালেঞ্জের মুখোমুখি হয়।	বাধার সম্মুখীন	গুধু মুখোমুখি	(1)
	So, the right policies and	সুতরাং সঠিক নীতিমালা এবং	বিধান	গুধু নীতি	(1)
	with timely action	সময়োপযোগী পদক্ষেপের মাধ্যমে	সময়ের সাথে তাল মেলানো	গুধু পদক্ষেপ	(1)
	from the middle-income bracket.	মধ্য-আয়ের বন্ধন থেকে	গভী /সীমা থেকে	গুধু বন্ধন	(1)
	the country can move up	দেশটি ওপরে উঠতে পারে।	এগিয়ে যেতে পারে	গুধু উঠতে পারে	(1)