



# Mark Scheme (Results)

November 2023

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

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

November 2023

Question Paper Log Number P74613

Publications Code 4BA0\_01\_MS\_2311

All the material in this publication is copyright

© Pearson Education Ltd 2023

## 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       |
|-----------------|--------|------------|
| <b>Example:</b> | B      |            |
| <b>1(a)</b>     | G      | <b>(1)</b> |
| <b>1(b)</b>     | F      | <b>(1)</b> |
| <b>1(c)</b>     | D      | <b>(1)</b> |
| <b>1(d)</b>     | K      | <b>(1)</b> |
| <b>1(e)</b>     | C      | <b>(1)</b> |
| <b>1(f)</b>     | H      | <b>(1)</b> |

| Question number | Answer | Mark       |
|-----------------|--------|------------|
| <b>Example:</b> | Raihan |            |
| <b>2(a)</b>     | Raihan | <b>(1)</b> |
| <b>2(b)</b>     | Keya   | <b>(1)</b> |
| <b>2(c)</b>     | Miron  | <b>(1)</b> |
| <b>2(d)</b>     | Miron  | <b>(1)</b> |
| <b>2(e)</b>     | Keya   | <b>(1)</b> |
| <b>2(f)</b>     | Raihan | <b>(1)</b> |
| <b>2(g)</b>     | Keya   | <b>(1)</b> |
| <b>2(h)</b>     | Miron  | <b>(1)</b> |

| Question number | Answer                                                                                                                                              | Accept                                                                                                            | Reject                                    | Mark       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------|
| <b>3(a)</b>     | বাবা ও ছেলে <b>(1)</b>                                                                                                                              | পিতা ও পুত্র/রাজীব নাসিমের বাবা/নাসিম রাজীবের ছেলে/সন্তান                                                         | বাবা-মা/মা-মেয়ে                          | <b>(1)</b> |
| <b>3(b)</b>     | হাঁস-মুরগির ব্যবসা <b>(1)</b>                                                                                                                       | হাঁস-মুরগির পালন/খামার                                                                                            | ব্যবসা/খামার/হাঁস-মুরগি/চাষাবাদ           | <b>(1)</b> |
| <b>3(c)</b>     | গরীব/দরিদ্র পরিবার <b>(1)</b>                                                                                                                       | আর্থিক দুরবস্থা/অস্বচ্ছলতা                                                                                        | পরিবার                                    | <b>(1)</b> |
| <b>3(d)</b>     | আন্তঃস্কুল ক্রীড়া প্রতিযোগিতায় বিজয়ী <b>(1)</b><br><b>AND</b><br>সোনার পদক লাভ/অনেক পুরস্কার লাভ <b>(1)</b>                                      | বিভিন্ন ক্রীড়া প্রতিযোগিতায় বিজয়ী হয়<br>সোনার মেডেল ও পুরস্কার পায়                                           | প্রতিযোগিতায় অংশগ্রহণ<br>মেডেল/সোনার পদক | <b>(2)</b> |
| <b>3(e)</b>     | (জাতীয়) জুনিয়র অ্যাথলেটিক্স আয়োজিত দৌড়/সাঁতার প্রতিযোগিতায় বিজয়ী <b>(1)</b><br><b>AND</b><br>দেশের দ্রুততম তরুণ হওয়ার কৃতিত্ব লাভ <b>(1)</b> | দুইশ মিটার দৌড় প্রতিযোগিতায়/একশ মিটার সাঁতার প্রতিযোগিতায় জয়ী/প্রথম হওয়া<br>দেশের দ্রুততম তরুণের খেতাব অর্জন | প্রতিযোগিতায় হেরে যাওয়া<br>মহুৱতম কিশোর | <b>(2)</b> |
| <b>3(f)</b>     | সুষম খাবার খাওয়া <b>(1)</b><br><b>AND</b><br>নিয়মিত শরীরচর্চা করা <b>(1)</b>                                                                      | পরিমিত খাবার খাওয়া<br>শরীর সক্রিয় রাখা                                                                          | খাবার না খাওয়া<br>অসুস্থ থাকা            | <b>(2)</b> |

|             |                                                                                                                          |                                                                              |                                                |            |
|-------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------|------------|
| <b>3(g)</b> | অলিম্পিক প্রতিযোগিতায় প্রতিদ্বন্দ্বিতা করা<br>(1)<br><b>AND</b><br>বিশ্ব খেলাধুলার জগতে নিজের দেশকে সম্মানিত করা<br>(1) | অলিম্পিকে বিজয়ী হওয়া<br>আন্তর্জাতিক খেলাধুলায় নিজের দেশের মর্যাদা বাড়ানো | অলিম্পিক প্রতিযোগিতা/অসফল হওয়া<br>অসম্মান করা | <b>(2)</b> |
| <b>3(h)</b> | সরকারের/বিশ্বশালীদের কাছে আর্থিক সাহায্য চাওয়া                                                                          | ধনী লোকজনের কাছে টাকাপয়সা চাওয়া/আর্থিক সহযোগিতা                            | খাবার চাওয়া                                   | <b>(1)</b> |

## Q4

| Question number | Answer                                                                                                                    | Accept                                                                                                                                                                                                                                                                                                                          | Reject                                                                                    | Mark       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------|
| <b>4(a)(i)</b>  | নিচের দুটি:<br>যারা বিজ্ঞানচর্চায় নিয়োজিত (1)<br><b>AND</b><br>যারা বিজ্ঞান-প্রযুক্তিতে ভবিষ্যৎ গড়তে আগ্রহী (1)        | নিচের যেকোনো দুটি:<br>তরুণ অগ্রদূত/যারা বিজ্ঞানচর্চা করে<br>যারা মৌলিক বিজ্ঞানচর্চা করে<br>যারা ভবিষ্যতে বিজ্ঞান ও প্রযুক্তিতে উচ্চশিক্ষা অর্জনের স্বপ্ন দেখছে                                                                                                                                                                  | বিজ্ঞানের শিক্ষক/টাকা কলেজের একদল শিক্ষার্থী<br>শরীরচর্চায় আগ্রহী<br>বিজ্ঞান ও প্রযুক্তি | <b>(2)</b> |
| <b>4(a)(ii)</b> | নিচের দুটি:<br>প্রযুক্তির প্রয়োগে আগ্রহ বাড়ানো (1)<br><b>AND</b><br>বিজ্ঞানের নতুন নতুন আবিষ্কার সম্পর্কে অবহিত করা (1) | নিচের যেকোনো দুটি:<br>আগ্রহী ছাত্রছাত্রীদের বিজ্ঞান-প্রযুক্তির স্বপ্ন বাস্তবায়নে প্রেরণা দেওয়া<br>বিজ্ঞানের নানা বিষয় নিয়ে আলোচনায় বসা<br>বিজ্ঞানের নেতৃত্ব সৃষ্টি করা<br>পেশাদার প্রশিক্ষক/বিজ্ঞানীদের সাথে কাজ করানো<br>দক্ষ বিজ্ঞানী হওয়ার এক নতুন পথ দেখানো/দক্ষ বিজ্ঞানী হতে সহায়তা করা<br>মৌলিক বিজ্ঞানচর্চা করানো | চর্চা<br>অবহিতকরণ<br>পথ দেখানো                                                            | <b>(2)</b> |

|                  |                                                                                                                                                                                                            |                                                                                                 |                                                                                               |            |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------|
| <b>4(a)(iii)</b> | <p><b>নিচের দুটি:</b></p> <p>ক্লাবের প্রাক্তন সদস্যরা (সহায়তা করে সমস্যার সমাধানে) <b>(1)</b></p> <p><b>AND</b></p> <p>পেশাদার প্রশিক্ষকেরা (শিক্ষার্থীদের সংশ্লিষ্ট বিষয়ে প্রশিক্ষণ দেন) <b>(1)</b></p> | <p>প্রাক্তন সদস্যদের কাছ থেকে সাহায্য পাওয়া</p> <p>পেশাদার প্রশিক্ষকের কাছে ট্রেনিং পাওয়া</p> | <p>সপ্তাহে চারবার ক্লাবে মিলিত হওয়া</p> <p>সমস্যা সমাধানে নিজেরাই একে অপরের সহযোগিতা করা</p> | <b>(2)</b> |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------|

|                 |                                                                                                                                                                                            |                                                                                                                             |                                                                                      |            |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------|
| <b>4(a)(iv)</b> | <p><b>নিচের দুটি:</b></p> <p>(আধুনিক) রোবট <b>(1)</b></p> <p><b>AND</b></p> <p>কণ্ঠস্বরের (কথার) মাধ্যমে নিয়ন্ত্রিত হয় <b>(1)</b></p>                                                    | <p>অত্যাধুনিক রোবট</p> <p>কণ্ঠস্বর (কথা) দিয়ে পরিচালিত</p>                                                                 | <p>রাডারের উন্নত মডেল</p> <p>পরিবেশবান্ধব জ্বালানি</p> <p>হাতের ইশারায় পরিচালিত</p> | <b>(2)</b> |
| <b>4(a)(v)</b>  | <p><b>নিচের দুটি:</b></p> <p>ক্লাবের সদস্যরা বিভিন্ন চ্যারিটি অনুষ্ঠানের আয়োজন করে <b>(1)</b></p> <p><b>AND</b></p> <p>অনেক প্রতিষ্ঠানের কাছ থেকে তারা পৃষ্ঠপোষকতা লাভ করে <b>(1)</b></p> | <p>ক্লাব সদস্যদের বিভিন্ন চ্যারিটি অনুষ্ঠানের মাধ্যমে</p> <p>অনেক প্রতিষ্ঠানের কাছ থেকে স্পন্সরশিপ/আর্থিক সহায়তা পেয়ে</p> | <p>মেলায় মাধ্যমে</p> <p>চাঁদা তুলে</p>                                              | <b>(2)</b> |

**Total marks for Q4a = 10**

| Question number | Answer                                                                                                                                                                                                                                  | Accept                                                                                                                                                                                    | Reject                                                                                                                                                                                             | Mark       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 4(b)(i)         | <p>বিজ্ঞান বিষয়ে দক্ষ শিক্ষক-<br/>শিক্ষিকার অভাব/উপযুক্ত শিক্ষা<br/>উপকরণের অভাব <b>(1)</b></p> <p><b>AND</b></p> <p>অনেক ছাত্রছাত্রী জীবিকা/কর্মসংস্থানের<br/>তাগিতে ব্যবসা-বাণিজ্য বিষয়ে উচ্চশিক্ষার<br/>দিকে ঝুঁকছে <b>(1)</b></p> | <p>স্কুল-কলেজে দক্ষ বিজ্ঞান<br/>শিক্ষক নেই</p> <p>বিজ্ঞান বিষয়ে সফল হলেও<br/>জীবিকার/চাকরির জন্য<br/>ব্যবসা বিষয়ে উচ্চশিক্ষা<br/>নিচ্ছে</p>                                             | <p>স্কুল-কলেজ নেই</p> <p>ব্যবসা ও চাকরি<br/>করা/বিজ্ঞান<br/>বিষয়ে সফল<br/>হলেও জীবিকার<br/>/চাকরির জন্য<br/>উচ্চশিক্ষা নিচ্ছে</p>                                                                 | <b>(2)</b> |
| 4(b)(ii)        | <p>(দেশের উন্নয়নে) উৎপাদনমুখী হয়ে<br/>কল-কারখানা গড়া/দেশি পণ্য<br/>ব্যবহারের সংস্কৃতি চালু করা <b>(1)</b></p> <p><b>AND</b></p> <p>বিভিন্ন গণমাধ্যমে বিজ্ঞান ও<br/>প্রযুক্তির প্রসারের/প্রচারের সুযোগ<br/>সৃষ্টি করা <b>(1)</b></p>  | <p>দেশি পণ্যের উৎপাদন<br/>বাড়িয়ে উৎপাদনমুখী শিল্প-<br/>কারখানা গড়া/সৃজনশীলতা<br/>বাড়িয়ে তরুণদের বিজ্ঞান ও<br/>প্রযুক্তিতে দক্ষ করে তোলা</p> <p>গণমাধ্যমে প্রচার ও প্রসার<br/>করা</p> | <p>বিদেশি পণ্য ব্যবহার<br/>করা</p> <p>কারখানা বন্ধ করা</p> <p>প্রযুক্তি ও<br/>গণমাধ্যমের ব্যবহার<br/>না করা/পুরস্কারের<br/>ব্যবস্থা/মর্যাদা ও<br/>স্বীকৃতির ব্যবস্থা/<br/>শিক্ষক<br/>প্রশিক্ষণ</p> | <b>(2)</b> |

Total marks for Q4b = 4

Total for Section A= 40 marks

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

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

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

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

**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               | There are lots of power cuts              | অনেক বিদ্যুৎ বিভ্রাট ঘটে      | অনেক লোডশেডিং / পাওয়ার কাট হয়   | অনেক বিদ্যুৎ আছে    | (1)  |
|                 | in Bangladesh.                            | বাংলাদেশে।                    | বাংলাদেশে।                        | বাংলাদেশের বাইরে।   | (1)  |
|                 | These power cuts                          | এসব বিদ্যুৎ বিভ্রাট/লোডশেডিং  | বিদ্যুৎ না থাকা/পাওয়ার কাট হওয়া | বিদ্যুৎ থাকার কারণে | (1)  |
|                 | severely affect                           | মারাত্মকভাবে ব্যাহত করে       | ভীষণভাবে বাধাগ্রস্ত করে           | সহায়তা পায়        | (1)  |
|                 | the lives of people who live in the city. | নগরবাসীর জীবনকে।              | শহরবাসীর জীবনকে।                  | গ্রামের লোকজন।      | (1)  |
|                 | frequent power cuts                       | ঘন ঘন বিদ্যুৎ বিচ্ছিন্ন হওয়া | বারবার লোডশেডিং হওয়া             | এই সুবিধা           | (1)  |

|                                                               |                                                 |                                                            |                                              |     |
|---------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------|----------------------------------------------|-----|
| and<br>by the inconvenience                                   | ও এই অসুবিধার কারণে                             | ও এই সমস্যার ফলে                                           | ও বিদ্যুৎ                                    | (1) |
| For young people,                                             | তরুণদের ক্ষেত্রে                                | তরুণদের                                                    | শিশুদের                                      | (1) |
| it is their education                                         | তাদের লেখাপড়া                                  | তাদের পড়াশোনায়                                           | জীবনযাপনের জন্য                              | (1) |
| that is disrupted the<br>most                                 | সবচেয়ে বেশি ব্যাহত হচ্ছে।                      | সবচেয়ে বেশি<br>ভোগান্তিতে ফেলছে।                          | সবচেয়ে<br>আনন্দদায়ক।                       | (1) |
| Often, students are<br>forced to study                        | প্রায়ই শিক্ষার্থীরা লেখাপড়া<br>করতে বাধ্য হয় | মঝেমাঝেই<br>ছাত্রছাত্রীদের বাধ্য হয়ে<br>পড়াশোনা করতে হয় | সব সময়<br>হেলেমেয়েদের<br>খেলাধুলা করতে হয় | (1) |
| in the challenging<br>conditions.                             | প্রতিকূল পরিস্থিতিতে।                           | ঝামেলাপূর্ণ/চ্যালেঞ্জিং<br>পরিবেশে।                        | বাইরের মাঠে।                                 | (1) |
| This is not only<br>unsuitable                                | এটি শুধুমাত্র অনুপযুক্ত নয়                     | এটি শুধুমাত্র প্রতিকূল<br>নয়                              | এটি বেশ ভালো                                 | (1) |
| for a learning<br>environment                                 | শিক্ষার পরিবেশের জন্য                           | লেখাপড়ার পরিবেশের<br>জন্য                                 | শরীরের জন্য                                  | (1) |
| but can also cause<br>health issues.                          | বরং স্বাস্থ্য সমস্যাও সৃষ্টি<br>করতে পারে।      | বরং এর পাশাপাশি<br>শারীরিক অসুস্থতাও<br>ঘটাতে পারে।        | আর সুস্থ থাকতে।                              | (1) |
| in some educational<br>institutes                             | কিছু কিছু শিক্ষা প্রতিষ্ঠানে                    | কোনো কোনো শিক্ষা<br>প্রতিষ্ঠানে                            | অনেক বাড়িতে                                 | (1) |
| While regular classes<br>continue even without<br>electricity | বিদ্যুৎ ছাড়া নিয়মিত ক্লাস<br>চলেও             | যথারীতি বিদ্যুৎ<br>ছাড়া শ্রেণিপাঠ<br>চলেও                 | বিদ্যুৎ ব্যবহার করে                          | (1) |
| other institutes                                              | অন্য প্রতিষ্ঠানগুলো                             | বাকি প্রতিষ্ঠানগুলো                                        | আর<br>দোকানপাটগুলোও                          | (1) |
| are bound to close<br>classes                                 | ক্লাস বন্ধ করতে বাধ্য হয়                       | পাঠদান বন্ধ রাখে                                           | খোলা থাকে                                    | (1) |
| due to unbearable<br>heat.                                    | অসহনীয় গরমের কারণে।                            | অসহ্য তাপমাত্রার<br>কারণে।                                 | অনেক শীতের<br>কারণে।                         | (1) |