



Mark Scheme (Results)

November 2020

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:	B	
1(a)	C	(1)
1(b)	D	(1)
1(c)	F	(1)
1(d)	L	(1)
1(e)	K	(1)
1(f)	G	(1)

Question number	Answer	Mark
Example:	Faria	
2(a)	Nayeem (1) Rashed (1)	(2)
2(b)	Nayeem	(1)
2(c)	Nayeem	(1)
2(d)	Faria	(1)
2(e)	Rashed	(1)
2(f)	Faria (1) Rashed (1)	(2)

Question number	Answer	Accept	Reject	Mark
3(a)	ঢাকার উত্তরে / ঢাকার গাজীপুরে / গাজীপুরে	রাজধানী	ঢাকা শহরে	(1)
3(b)	৪০ কিলোমিটার	চল্লিশ	মাইল	(1)
3(c)	গাজী পরিবার (1) AND রাজ পরিবার (1)	জমিদার পরিবার	সরকার	(2)
3(d)	৬৪ প্রজাতির প্রাণী (1) AND ২২১ প্রজাতির উদ্ভিদ (1)	জীবজন্তু / পশুপাখী গাছপালা	শুধু হরিণ / পোকামাকড় শুধু শালগাছ / ফুলের গাছ	(2)
3(e)	(আনুষ্ঠানিকভাবে) স্বীকৃতি পায়	সরকারের সম্মতি পায়	অস্বীকৃতি	(1)
3(f)	বনভোজনের জায়গা / অতিথিশালা (1) AND কৃত্রিম লেইকে জলক্ৰীড়া নৌবিহার (1)	পিকনিকের ব্যবস্থা / গেস্টহাউস নৌকা ভ্রমণ / পানিতে খেলাধুলা	খেলাধুলার ব্যবস্থা রেলগাড়িতে ভ্রমণ শুধু কৃত্রিম লেইক / নৈসর্গিক দৃশ্য	(2)
3(g)	শিক্ষা প্রজেক্ট (1) AND গবেষণার কাজে (1)	লেখাপড়ার কাজে রিসার্চ	চাকরী প্রশিক্ষণ	(2)
3(h)	প্রবেশ মূল্য	ভেতরে ঢোকার/ যাওয়ার টিকিট	বের হওয়ার টিকিট	(1)

Q4 Mark Scheme - Bengali

Question number	Answer	Accept	Reject	Mark
4(a)(i)	প্রথমবার মাকে ছেড়ে একা থাকা (1) + (উপযুক্ত শিক্ষালাভের জন্য) আবাসিক স্কুলে ভর্তি করানোর জন্য বাবা-মায়ের সিদ্ধান্তে (1)	মায়ের অভাব/ মাকে কাছে না পাওয়া বোর্ডিং স্কুলে থাকা ও লেখাপড়া করা /স্কুলটা অনেক দূরে ছিলো	সুখস্মৃতি অন্যের বাড়িতে থাকা অন্য শহরে লেখাপড়া করা	(2)
4(a)(ii)	যেকোনো দুটিঃ নরম স্বভাবের (1) OR হাসিখুশির লোক (1) OR ভদ্র (1)	নম্র / কোমল প্রকৃতির / বিনয়ী	রাগী / মেজাজী	(2)
4(a)(iii)	যেকোনো তিনটিঃ বড়ো ভাই একই স্কুলে পড়লে ছোটো ভাইও সেখানে পড়তে পারতো (1) OR ভর্তির জন্য লিখিত পরীক্ষা দিতে হতো না (1) OR মৌখিক পরীক্ষা দিতে হতো (1) OR অভিভাবকরা পরীক্ষার সময় সাথে থাকতেন (1)	বড়ো ভাইয়ের কারণে ছোটো ভাইও একই স্কুলে ভর্তি হতো মুখে মুখে প্রশ্নের জবাব দিতে হতো বাবা-মা ভর্তি পরীক্ষার সময় সাথে বসে থাকতেন	একই স্কুলে দুই ভাই ভর্তি হতে পারতো না লিখিত পরীক্ষা হতো মৌখিক পরীক্ষা হতো না বাবা-মাকেও পরীক্ষা দিতে হতো	(3)
4(a)(iv)	ভৌতিক গল্প পড়া	ভয়ের গল্প পড়া	ভয় দেখানো	(1)

4(a)(v)	যেকোনো দুটিঃ তঁার প্রিয় লেখকের লেখা সিনেমা দেখে (1) OR স্কুল চলাকালীন দুপুরের ‘শো’ দেখে (1) OR স্কুল পালিয়ে বন্ধুদের সাথে ‘শো’ দেখে (1)	এ্যালেন পো’র এক নামকরা ফিল্ম দেখে ক্লাশ বাদ দিয়ে ম্যাটিনি ‘শো’ দেখে	প্রিয় নায়কের সিনেমা দেখে/ মারামারি করে	(2)
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Total marks for Q4a = 10

Question number	Answer	Accept	Reject	Mark
4(b)(i)	বাবা-মায়েরা ছেলেমেয়েদের সাথে সময় কাটাতে পারেন না / বাবা-মায়েরা তাঁদের সান্নিধ্য থেকে ছেলেমেয়েদের বঞ্চিত করেন / দূরে রাখেন AND সন্তানদের লেখাপড়ায় বাবা-মায়েরা দৃষ্টি দেন না / খেয়াল করেন না	ছেলেমেয়েদের জন্য বাবা-মায়েরা বেশি সময় দিতে পারেন না ছেলেমেয়েদের লেখাপড়া/স্কুলের অগ্রগতি নিয়ে শিক্ষকদের সাথে আলোচনা করেন না	বাবা-মায়েরা সবসময় ছেলেমেয়েদের সাথে থাকেন ছেলেমেয়েদের লেখাপড়ায় বাবা-মা সবসময় সাহায্য করেন	(2)
4(b)(ii)	বাবা-মা দুজনেই চাকরী করলে সংসারে আর্থিক সম্ভলতা আসে / ছেলেমেয়েদের প্রয়োজন মেটানো যায় / ভালো স্কুলে ছেলেমেয়েদের ভর্তি করানো যায় / ভালোভাবে থাকা যায় (1) AND বাবা-মায়ের সান্নিধ্য / ভালোবাসা ছেলেমেয়েদের জন্য সফলতা বয়ে আনে (1)	টাকাপয়সার সম্ভলতা থাকলে বাবা-মায়েরা ছেলেমেয়েদের চাহিদা মেটাতে পারেন বাবা-মায়ের সঙ্গ ছাড়া তারা জীবনে সফল/অগ্রসর হতে পারবে/ তারা স্কুল পালাবে না	বিলাসবহুল জীবন সন্তানদের 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	Amongst the countries in South Asia	দক্ষিণ এশিয়ার দেশগুলির মধ্যে	দক্ষিণ এশিয়ার দেশসমূহে	বাংলাদেশ	(1)
	Bangladesh is one of the few countries	বাংলাদেশ একটি দেশ।	এরকম এক দেশ	অন্যতম/একমাত্র দেশ	(1)
	where female employment	যেখানে মহিলাদের কর্মসংস্থান / নিয়োগ	নারীদের কাজের ব্যবস্থা	পুরুষদের	(1)
	has increased in the last decade.	গত দশকে বৃদ্ধি পেয়েছে।	বেড়েছে	শত বছরে কমেছে	(1)
	between 2003 and 2016,	২০০৩ থেকে ২০১৬ সালের মধ্যে	দুই হাজার তিন থেকে দুই হাজার ষোলো সালের ভেতরে	শুধু ২০০৩ অথবা শুধু ২০১৬	(1)
	The female employment	কর্মসংস্থানের হার	নারীদের কাজের সংস্থান	পুরুষদের	(1)
	has increased by 10%	১০% বেড়েছে।	দশ শতাংশ/ভাগ বৃদ্ধি পেয়েছে।	১০০% বেড়েছে।	(1)
	While acknowledging Bangladesh's achievements,	বাংলাদেশের অর্জনকে স্বীকার করলেও	সাফল্য	অবনতি	(1)
	in the workplace.	কর্মক্ষেত্রে	কাজের জায়গায়	শিক্ষাক্ষেত্রে	(1)
	women are still in the minority	এখনও মহিলারা সংখ্যালঘু রয়ে গেছে	নারীদের / মেয়েদের সংখ্যা কম	পুরুষদের সংখ্যা বেশি	(1)
	As they represent only 36% of the workforce	কারণ তারা শ্রমশক্তির মাত্র ৩৬% প্রতিনিধিত্ব করে।	তারা ওয়ার্কফোর্সের / শুধু ৩৬ শতাংশ/ ভাগ উপস্থাপন করে	ওয়ার্কফোর্সের অধিকাংশ	(1)
	to access jobs in all sectors	সবক্ষেত্রে চাকরিলাভে	সব ধরনের কাজ পাওয়ার জন্য	কোনো কোনো ক্ষেত্রে/জায়গায়	(1)
	women have equality of opportunity	মহিলাদের সুযোগের সমতা রয়েছে কিনা	নারীদের অধিকারের সমতা রক্ষা	বয়সীদের	(1)

	to ensure that	তা নিশ্চিত করার জন্য	বজায় রাখার জন্য	অনিশ্চিত	(1)
	in employment laws and policies	কর্মসংস্থান আইন ও নীতিমালায়	নিয়োগ আইন ও পলিসি	বরখাস্তের আইন	(1)
	There is a need for a change	পরিবর্তন প্রয়োজন।	বদলানোর দরকার/প্রয়োজন	আইন বদলাবে না	(1)
	between men and women	মহিলা এবং পুরুষদের মধ্যে	নারী ও পুরুষের মাঝে / ছেলে ও মেয়ের মধ্যে	বুড়াবুড়ীদের মধ্যে	(1)
	Reducing the wage gap	মজুরির ব্যবধান/বেতন বৈষম্য কমালে	মজুরির ফাঁক/তারতম্য/ ব্যবধান কমিয়ে	বেশি বেতন	(1)
	create better equality.	তা অপেক্ষাকৃত উন্নত সমতা তৈরি করতেও	আরও ভালো / সমতা সৃষ্টি করতেও	বৈষম্য	(1)
	would help.	সহায়তা/সাহায্য করবে।	সহায়ক হবে	কাজে লাগবে না	(1)



Transcript for Listening test

November 2020

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

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:	B	
1(a)	C	(1)
1(b)	D	(1)
1(c)	F	(1)
1(d)	L	(1)
1(e)	K	(1)
1(f)	G	(1)

Question number	Answer	Mark
Example:	Faria	
2(a)	Nayeem (1) Rashed (1)	(2)
2(b)	Nayeem	(1)
2(c)	Nayeem	(1)
2(d)	Faria	(1)
2(e)	Rashed	(1)
2(f)	Faria (1) Rashed (1)	(2)

Question number	Answer	Accept	Reject	Mark
3(a)	In Gazipur		In Dhaka city	(1)
3(b)	To the north		Nearby	(1)
3(c)	Gazi family (1) AND Royal family	Zamindar family	Government	(2)
3(d)	Sal tree (1) AND Animal (1)	Sal forest Beast	Plant Bird	(2)
3(e)	Is recognised (officially)	Is approved by the government	Disapproval	(1)
3(f)	Of the guesthouse (1) AND Trip on a boat (1)	Guesthouse Riding/journey by a boat	Games facilities Journey by a train	(2)
3(g)	Education (1) AND For research purposes (1)	Studies Research	Job Training	(2)
3(h)	Government	Government	Employee	(1)

Question number	Answer	Accept	Reject	Mark
4(a)(i)	The following two: Staying without the mother for the first time (1) + in order to implement the parents' decision to admit to a boarding school (for appropriate education) (1)	Not having the mother around Staying in a boarding school and studying	Happy memories Celebration Staying over at someone else's house Studying in another city	(2)
4(a)(ii)	Any two from the following: Of soft nature (1) OR A cheerful person (1) OR Polite (1)	Courteous/of gentle nature/polite/humble	Angry/short-tempered	(2)
4(a)(iii)	The following three: Admission would have been possible if the siblings were studying in the same school (1) OR No written admission test would have been required (1) OR An verbal exam would have been required (1)	If an older sibling were studying in the school, the admission would have been easier. Admission would have been possible even without an admission test. The questions will need to be answered in front of the teacher.	Admission would have been rejected in the case of too many siblings Writing an essay would have been required Answers would need to be provided upon reading the questions.	(3)
4(a)(iv)	Reading stories of renowned authors/horror stories (1)	Would read horror stories written by favourite authors	Would read popular poems	(1)
4(a)(v)	The following two: Watched cinema after skipping afternoon classes (1) AND Skipped school	Would go to watch movies made out of books of the favourites authors, during school hours Watched matinee show	Was involved in a fight	(2)

Total marks for Q4a = 10

Question number	Answer	Accept	Reject	Mark
4(b)(i)	Touched their heart (1) OR Empathetic (1) AND (when parents fail to give their children time) they become frustrated/skip school/do not progress in education/are deprived of intimacy with parents	Is upset Is said/cannot succeed in life	Did not like Is happy	(2)
4(b)(ii)	When both parents work, Financial solvency comes / it is possible to meet the children's needs/it is possible to admit the children to good schools AND parents' love/care brings success for the children/ensures attention/progress in studies.	Parents are able to fulfil their children's needs if there is financial solvency. They would not skip school/would be able to fulfil their wishes with the parents (1)	The children expect a luxurious life. Only financial strength can make a person succeed.	(2)

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 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

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 incoherent 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	Amongst the countries in South Asia	Amongst the countries in South Asia	In countries	Asia	(1)
	Bangladesh is one of the few countries	Bangladesh is a country	Such a country	One of the countries	(1)
	where female employment	Where employment for women	Work opportunities for women	Of men	(1)
	has increased in the last decade.	Has increased in the last decade.	Have increased.	Has decreased in the last century.	(1)
	between 2003 and 2016,	Between 2003 and 2016	Between two thousand and three and twenty sixteen	Only 2003 or only 2016	(1)
	The female employment	Employment for women	Work opportunities for women	Of men	(1)
	has increased by 10%	Has increased by 10%	Has increased by ten percent		(1)
	While acknowledging Bangladesh's achievements,	Even if Bangladesh's achievements are acknowledged	Success	Decline	(1)
	women there still in the minority	Women are still a minority there.	The number of women/girls is low	The number of men is high	(1)
	in the workplace	In the workplace	In workplaces	In education	(1)
	As they represent only 36% of the workforce	Because they represent only 36% of the workforce/manpower	They only represent 36 percent of the workforce.	Majority of the workforce	(1)
	to access jobs in all sectors	In obtaining jobs in all sectors	In acquiring jobs	Greater	(1)
	women have equal opportunities	Equal opportunities for women	Protection of equal opportunities for women	Of boys and girls/children	(1)
	to ensure that	To ensure	To sustain	Uncertain	(1)
	in the employment laws and the policies	In the employment laws and legislations			(1)
	There is a need for a change	Changes are required.	Changes are necessary	Laws would not change	(1)
	between men and women	Between women and men	Between women and men	Between boys and girls	(1)
	Reducing the pay gap	Reducing the wage discrimination	By reducing gaps/discrimination/differences in wages	Higher wages	(1)
	creating better equality.	In creating relative equality	In ensuring better/greater equality	Uncertainty	(1)
	will also help.	will help	It will be helpful.	Will not be useful.	(1)

