



Mark Scheme (Results)

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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.
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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:	A	
1(a)	E	(1)
1(b)	G	(1)
1(c)	C	(1)
1(d)	K	(1)
1(e)	M	(1)
1(f)	I	(1)

Question number	Answer	Mark
Example:	Shiblee	
2(a)	Lipi	(1)
2(b)		
2(c)	Shiblee and Lipi	(2)
2(d)	Shiblee and Kona	(2)
2(e)	Lipi	(1)
2(f)	Kona and Lipi	(2)

Question number	Answer	Accept	Reject	Mark
3(a)	ভালো পোশাক (1) AND পুণ্যবান (1)	সুন্দর পোশাক পুণ্য করছেন/পুণ্যের কাজ করছেন	পোশাক খাজনা/পুণ্য	(2)
3(b)	জমিদার নেই (1)	জমিদারী প্রথা নেই/রীতি নেই	প্রজা নেই	(1)
3(c)	মাসের (1)	মাস	বছর/বারো মাস	(1)
3(d)	সম্পদ (1) AND সমৃদ্ধির (1)	সমৃদ্ধি সম্পদের প্রতীক	গোল/ আপেল, তরমুজ প্রতীক/আঙুর, কমলা	(2)
3(e)	কাগজ/দলিল-দস্তাবেজ বাইরে ফেলে (1) AND দরজায় প্লেট ছুড়ে মেরে (1)	কাগজপত্র জানালা দিয়ে ছুড়ে ফেলে দরজায় প্লেট ভেঙে	কাগজ/দলিল ছুড়ে ফেলে দরজা ভেঙে/প্লেট ভেঙে	(2)
3(f)	একটি হাতিয়ার (1) AND সফলতা (1)	শস্ত্র উন্নতি/ভালো করা	অস্ত্র তিনবার কাজ করে	(2)
3(g)	শ্বেতশুভ্র পোশাক (1) AND এটি অশুভশক্তিকে দূরে রাখে (1)	সাদা/শুভ্র রঙের পোশাক এটি খারাপ প্রভাবমুক্ত রাখে	পরিষ্কার সুন্দর দেখায়	(2)

Question number	Answer	Accept	Reject	Mark
4(a)(i)	প্রতিদিন এক ঘণ্টা সময় নষ্ট করে (1)	প্রতিদিন একটু একটু করে সময় নষ্ট করে/ অবহেলায়/অজান্তে অনেক সময় নষ্ট হয়	নিয়মিত কাজ করে	(1)
4(a)(ii)	বিস্মিত হওয়ার মতো অনেক কাজ করা হয়েছে (1)	অনেক কাজ শেষ হয়েছে/গ্রহণযোগ্য ফলাফল	অবহেলায় সময় নষ্ট হয়েছে	(1)
4(a)(iii)	প্রতিদিন নয়-দশ লাইন করে লিখে (1)	প্রত্যেকদিন একটু একটু করে লিখে ফেলে/নিয়মিত মনের ভাবনা লিখে	এক মাসে সব লিখে শেষ করে	(1)
4(a)(iv)	ইউরোপ (1)	ইউরোপ/ইউরোপিয়ান	মিশর	(1)
4(a)(v)	মাথায় করে তেল বয়ে (1)	তেল বিক্রি করে/ ছোটখাটো/সাধারণ কাজ করে	ভ্রমণ করে	(1)
4(a)(vi)	লজ্জিত না হওয়া / নিজের উপার্জনে গর্বিত হওয়া	সামান্য কাজে লজ্জা না পাওয়া/নিজে টাকা আয় করে গর্ববোধ করা	সামান্য কাজ করো টাকা আয় করো	(1)
4(a)(vii)	(নিচের যেকোনো দুটি) কাজের প্রতি ইতিবাচক মনোভাব নেই (1) কাজে সফল হতে না পারা (1) ব্যর্থতার ভয় (1)	কাজ করার প্রতি নেতিবাচক মনোভাব কেবল ব্যর্থতা আর ব্যর্থতা কাজে সফল না হওয়ার ভীতি	কাজের প্রয়োজন নেই কাজে সফলতা/ভয়/ভীতি	(2)
4(a)(viii)	(নিচের যেকোনো দুটি) মিস্ত্রির হাতুড়ি (1) জেলের মাছধরার জাল (1) রাঁধুনির রান্নার হাঁড়ি (1) শ্রমিকের কপালের ঘাম (1)	হাতুড়ি জাল রান্নার হাঁড়ি ঘাম	শক্ত আঘাত/মিস্ত্রি মাছ/জলে রাঁধুনি শ্রমিক	(2)

Question number	Answer	Accept	Reject	Mark
4(b)(i)	<p>শুয়ে-বসে কিছু সময় কাটানো (1)</p> <p>AND</p> <p>জীবন দক্ষতা লাভ করা (1)</p>	<p>কোনো কাজ না করে কিছু সময় কাটানো/সারাক্ষণ কাজের মধ্য ডুবে না থাকা</p> <p>জীবন দক্ষতা অর্জন করা/ সামাজিক মাধ্যমে শুরু হওয়া /সামাজিক মাধ্যমভিত্তিক/শখভিত্তিক পেশা নির্বাচন</p>	<p>নিয়মমাফিক কাজ করা</p> <p>শখ</p>	(2)
4(b)(ii)	<p>একটি বিশেষ ধারাকে অনুসরণ করতো (1)</p> <p>AND</p> <p>বিভিন্ন ধরনের কাজের মধ্যে আয়-রোজগারের পার্থক্য কমছে (1)</p>	<p>কাজের গুরুত্বের চেয়ে মহত্বকে বেশি বিবেচনা করা হতো/কাজের মর্দাদার ভেদাভেদ ছিলো</p> <p>সব কাজেই এখন ভালো উপার্জন করা াচ্ছে</p>	<p>উপভোগ্য কাজকে বেছে নিতো</p> <p>শ্রদ্ধা বাড়ছে</p>	(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	<ul style="list-style-type: none"> • No rewardable material
1-2	<ul style="list-style-type: none"> • Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful • Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style
3-5	<ul style="list-style-type: none"> • Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful • Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style
6-7	<ul style="list-style-type: none"> • Successful use of language to narrate and describe people, events and ideas; communication of information is often successful • A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style

Additional guidance

Register and style definition – language used is at a suitable level of formality for the purpose of the task and, where appropriate, the target audience.

Question 5: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	<ul style="list-style-type: none"> No rewardable material
1-2	<ul style="list-style-type: none"> Produces individual words and set 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 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.

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

Additional guidance

Creative language use – using language in a way designed to create effect and interest. Goes beyond the standard or predictable response.

Register and style definition – language used is at a suitable level of formality for the purpose of the task and, where appropriate, the target audience.

Question 6: linguistic knowledge and accuracy mark grid

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

Additional guidance

Complex language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect the meaning, for example incorrect use of a pronoun where there is no confusion as to whom the pronoun refers; incorrect arrangement of words that does not hinder clarity; occasional use of spoken language that does not affect the meaning; incomplete sentences that convey the intended message.
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

NB: these are examples only and do not constitute a finite list.

Paper I 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	Answer	Accept	Reject	Mark
7	Our childhood	আমাদের শৈশবের	আমাদের ছোটবেলার	আমার আগের	(1)
	house was in the capital.	বাড়িটি ছিলো রাজধানীতে।	বাসাটা রাজধানী শহরে ছিলো।	দোকান/গ্রামে/শহরে ছিলো।	(1)
	It was very big with an open terrace.	এটি ছিলো অনেক বড় খোলা বারান্দাসহ/খোলা ছাদসহ,	অনেক বড় খোলা বারান্দাসহ এটা ছিলো	সেটা খুব ছোট টেরাস/ছাদ ছিলো	(1)
	my favourite place.	আমার প্রিয় একটি জায়গা।	আমার পছন্দের জায়গা।	আর অপছন্দের ছিলো।	(1)
	There, we played	সেখানে আমরা খেলতাম	সেই জায়গায় আমরা খেলেছিলাম	ওখানে তোমরা	(1)
	with my sisters and cousins	আমার বোন ও কাজিনদের সাথে	আমার বোন ও চাচাতো-মামাতো ভাই-বোনদের সঙ্গে	প্রতিবেশীদের/ আত্মীয়দের সাথে	(1)
	hide-and-peek.	লুকোচুরি।	লুকোচুরি।	হাইড এন্ড সিক করতে।	(1)
	Outside, there was a beautiful garden	বাইরে একটি সুন্দর বাগান ছিলো	বাইরে একটি সুন্দর উদ্যান ছিলো	সেখানে অসাধারণ ফুলের গাছ ছিলো	(1)
	full of flowers and surrounded by large trees.	ফুলে ভরা এবং বড় বড় গাছ দিয়ে ঘেরা।	ফুলে ভর্তি ও বিশাল সব বৃক্ষ দিয়ে পরিবেষ্টিত।	বিক্রয়ের জন্য।	(1)
	Afternoon tea	বিকেলের চা	অপরাহ্নের চা	দুপুরের/সন্ধ্যার নাশতা	(1)
	as served on the roof,	ছাদে পরিবেশন করা হতো,	ছাদে দেওয়া হতো,	প্রদর্শিত হতো	(1)
	where all the family members gathered	সেখানে পরিবারের সকল সদস্য জড়ো হতাম	সেখানে পরিবারের সবাই মিলে একসাথে হতাম	সবার সাথে	(1)
	and engaged in loud, excited conversations.	এবং হেঁচকি করে আড্ডায় গল্প দিতাম।	আর শোরগোল করে আড্ডায় লিপ্ত হতাম।	আলোচনা করে।	(1)
We used candles	আমরা মোমবাতি ব্যবহার করতাম	আমরা মোমবাতি জ্বালাতাম	তোমাদের আগুন জ্বালাতে	(1)	

Question number	Text	Answer	Accept	Reject	Mark
7 (cont.)	at night during power cuts,	রাতে বিদ্যুৎ-বিভ্রাটের সময়	রাত্রিতে বিদ্যুৎ চলে গেলে	বৃষ্টির সময়	(1)
	which were frequent back then.	এই সেই সময় প্রায়ই ঘটতো।	এই তখন বার বার হতো।	খুব একটা দেখা দেতো না।	(1)
	As soon as the electricity went off,	বিদ্যুৎ চলে এওয়া মাত্রই	এই মাত্র বিদ্যুৎ চলে দেতো	এই শীঘ্রই বাড়-বৃষ্টি থামলে	(1)
	we would happily	আমরা আনন্দের সাথে	আমরা খুশি হয়ে	আমাদের কষ্ট হতো	(1)
	close our	বন্ধ করে দিতাম	বন্ধ করে ফেলতাম	ভেজা ও পিচ্ছিল	(1)
	school homework books.	আমাদের স্কুলের হোমওয়ার্কের বই।	আমাদের স্কুলের বাড়ির কাজের বই।	পথ দিয়ে হাঁটতো।	(1)

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