



Pearson

Mark Scheme (Results)

June 2022

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

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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: | C | |
| 1(a) | I | (1) |
| 1(b) | F | (1) |
| 1(c) | E | (1) |
| 1(d) | H | (1) |
| 1(e) | J | (1) |
| 1(f) | L | (1) |

| Question number | Answer | Mark |
|-----------------|---------------------|------------|
| Example: | Sohel | |
| 2(a) | Nadim | (1) |
| 2(b) | Joya | (1) |
| 2(c) | Sohel | (1) |
| 2(d) | Nadim (1) Sohel (1) | (2) |
| 2(e) | Sohel | (1) |
| 2(f) | Nadim | (1) |
| 2(g) | Joya | (1) |

| Question number | Answer | Accept | Reject | Mark |
|-----------------|---|--|---|------------|
| 3(a) | স্কুল ছাত্রী | দশম শ্রেণির /ইয়ার টেন-এর ছাত্রী | কলেজ ছাত্রী | (1) |
| 3(b) | তার বাবা | পিতা | ভাই | (1) |
| 3(c) | সে বিজয়ী হতে পারেনি | বিফল হয়েছে /জয়ী হয়নি | খুশি হয়েছে | (1) |
| 3(d) | আন্তর্জাতিক টেনিস চ্যাম্পিয়নশিপে | আন্তর্জাতিক টেনিস প্রতিযোগিতায় | চ্যাম্পিয়নশিপে | (1) |
| 3(e) | এশিয়ান অনূর্ধ্ব-১৪ টেনিস সিরিজে | জুনিয়র টেনিস প্রতিযোগিতায় | টুর্নামেন্ট | (1) |
| 3(f) | জাতীয় টুর্নামেন্টে প্রথমবার বিজয়ী হয় (1) AND সেরা দ্বৈত জুটি নির্বাচিত হয় (1) | সফল হয়/জয়ী হয় ডাবলস-এ সেরা জুটি হয় | অসফল হয় একক জুটি হয় | (2) |
| 3(g) | আন্তর্জাতিক টুর্নামেন্টে | ২০১৮ সালে/ বিশ্ব প্রতিযোগিতায় | জাতীয় টুর্নামেন্টে | (1) |
| 3(h) | পরিবারের সাথে সময় কাটায় (1) AND স্বেচ্ছাসেবী হিসেবে সমাজসেবা করে (1) | হেঁচো /ফুর্তি করে চারিটির কাজ করে | সময় কাটায় উপার্জন করে | (2) |
| 3(i) | (পৃথিবীর) সেরা টেনিস খেলোয়াড় হবে AND নিজের দেশকে সারা বিশ্বে সম্মানিত (1) করবে | বিশ্ব টেনিস তারকা হবে আন্তর্জাতিক খেলাধুলায় নিজের দেশের মান বাড়াবে / | আন্তর্জাতিক মডেল হবে বিশ্বকাপে খেলবে | (2) |

| | | | | |
|--|--|-----------------------|--|--|
| | | নিজের দেশকে তুলে ধরবে | | |
|--|--|-----------------------|--|--|

Mark Scheme - Bengali

Q4

| Question number | Answer | Accept | Reject | Mark |
|-----------------|---|---|---|------|
| 4(a)(i) | (বিশ্ববিদ্যালয়ে) বিজ্ঞানের ছাত্রদের অর্থনীতি/ইংরেজি নিয়ে লেখাপড়া করা | সায়েন্সের শিক্ষার্থীদের কলা অনুষদে পড়তে আসা / ইংলিশ বা ইকোনমিকসে পড়া | বিজ্ঞানের বিষয়ে ভর্তি হওয়া | (1) |
| 4(a)(ii) | নিচের দুটি: বন্ধুকে কেমিস্ট্রিতে ভর্তি করতে এসে / কেমিস্ট্রির একজন সুদর্শন/স্মার্ট শিক্ষককে দেখে (1) AND শিক্ষকের হাসিমাখা মুখে অভিভূত হয়ে (1) | বন্ধুর সাথে কেমিস্ট্রি বিভাগে গিয়ে / কেমিস্ট্রির টিচারের সুন্দর চেহারা দেখে তাঁর দিকে শিক্ষকের হাসিমাখা মুখের তাকানোতে মুগ্ধ হয়ে | বাবার সাথে ভর্তি হতে গিয়ে কড়া টিচার দেখে | (2) |
| 4(a)(iii) | নিচের দুটি: যুক্তরাষ্ট্রে যাওয়া AND ফিজিকাল কেমিস্ট্রিতে উচ্চশিক্ষার জন্য (1) | আমেরিকায় পিএইচডি করার জন্য | যুক্তরাজ্যে লেকচার দিতে | (2) |
| 4(a)(iv) | নিচের দুটি: বিভাগীয় প্রধানের ক্লাস লেকচারে মুগ্ধ হয়ে (1) AND তাঁর চমকপ্রদ বিষয় নির্বাচনে (1) | প্রফেসরের / মিঃ উইলসনের মনোমুগ্ধকর পড়ানোর ভঙ্গি/ মনকাড়া পড়ানো উপভোগ্য বিষয়ের বাছাই | প্রফেসরের আদেশে মজার মজার গল্প শুনে | (2) |
| 4(a)(v) | বৃত্তিলাভ/বইপত্রের সাহায্য পেলেন | স্কলারশীপ পেলেন | টাকাপয়সা পেলেন | (1) |
| 4(a)(vi) | নিচের দুটি: উচ্চ শিক্ষার শেষে নিজের দেশে ফেরার তাঁর | | | (2) |

| | | | | |
|--|---|---|--|--|
| | <p>সিদ্ধান্ত/তিনি আমেরিকার নাগরিকত্ব চাননি (1)</p> <p>AND</p> <p>ছাত্রছাত্রীদেরকে নিজের দেশে গবেষণা করার কাজে উৎসাহিত করা (1)</p> | <p>নিজের দেশে ফিরে আসবেন এটি তাঁর সিদ্ধান্ত</p> <p>দেশে ফিরে ছাত্রছাত্রীদেরকে/শিক্ষার্থীদেরকে নিজের দেশের সম্পদ ব্যবহার করে/কাজে লাগিয়ে রিসার্চ করার জন্য উৎসাহ দেওয়া</p> | <p>দেশে ফিরতে চাইলেন না/আমেরিকায় থাকা স্থির করলেন</p> <p>ছাত্রদের বিদেশে যেতে উৎসাহ দেবেন</p> | |
|--|---|---|--|--|

Total marks for Q4a = 10

| Question number | Answer | Accept | Reject | Mark |
|-----------------|---|---|--|------|
| 4(b)(i) | <p>আত্মবিশ্বাস হারায় / মনোবল ভেঙ্গে যায় (1)</p> <p>AND</p> <p>পরামর্শদাতার সঠিক উপদেশ ক্যারিয়ার/জীবন গড়ার কাজে অনেক সফলতা আনে (1)</p> | <p>নিজের ওপর বিশ্বাস /মনোবল হারিয়ে ফেলে/ সময়ের অপচয় হয়</p> <p>সঠিক নির্দেশ জীবন গড়তে সাহায্য করে/আমাদের পথচলার জন্য গুরুত্বপূর্ণ</p> | <p>জীবন নষ্ট হয়</p> <p>পরামর্শ না মানা</p> | (2) |
| 4(b)(ii) | <p>ক্যারিয়ার গড়তে দৃঢ় মনোবল / স্বনির্ভর শিক্ষার আগ্রহ দরকার (1)</p> <p>AND</p> <p>(লেখকের) বিদেশি নাগরিকত্বলাভের প্রস্তাব প্রত্যাখ্যান করে দেশে ফেরার সিদ্ধান্ত/ (তরুণদের) বিদেশে বসবাস করার প্রবণতা কমানো (1)</p> | <p>নিজের ওপর ভরসা করার শিক্ষা /আত্মবিশ্বাস থাকা</p> <p>বিদেশে পাড়ি না দেওয়ার জন্য তরুণদের প্রতি আহ্বান/ প্রেরণা</p> | <p>অন্যের ওপর ভরসা করা</p> <p>বিদেশে গেলেই শিক্ষালাভ হয়</p> | (2) |

| Question number | Answer | Accept | Reject | Mark |
|-----------------|--------|--------|--------|------|
| | | | | |

Total marks for Q4b = 4

Section B

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level. For example, if the response is predominantly in band 4–7 with a small amount of band 8–10 material, it would be placed in band 4–7 but be awarded a mark near the top of the band because of the band 8–10 content.

Step 2 Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met in that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment Criteria

Question 5 (14 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 80 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 5: communication and content mark grid

| Mark | Descriptor |
|------|---|
| 0 | <ul style="list-style-type: none">• No rewardable material |
| 1-2 | <ul style="list-style-type: none">• Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful• Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style |
| 3-5 | <ul style="list-style-type: none">• Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful• Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style |
| 6-7 | <ul style="list-style-type: none">• Successful use of language to narrate and describe people, events and ideas; communication of information is often successful• A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style |

Additional guidance

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

Question 5: linguistic knowledge and accuracy mark grid

| Mark | Descriptor |
|------|--|
| 0 | <ul style="list-style-type: none">• No rewardable material |
| 1-2 | <ul style="list-style-type: none">• Produces individual words and set 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 কাল (black) should be considered acceptable but মাতা (head) and কাল (deaf) should not
- errors that convey the wrong message
- mother-tongue interference.

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

Question 6 (26 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will impact on the marks that can be awarded against the requirements of the communication and content mark grid. In order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

The student is expected to produce 140 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 6: communication and content mark grid

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

Additional guidance

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

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

Question 6: linguistic knowledge and accuracy mark grid

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

Additional guidance

Complex language is considered to be:

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

Straightforward grammatical structures are considered to be:

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

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

Errors that **do not hinder clarity:**

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

Errors that **hinder clarity:**

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

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

Paper 1 Marking Principles for Section C

Mis-spelling is tolerated as long as it does not lead to ambiguity, e.g. *drought* misspelled as *drowght* would be acceptable but misspelled as *draught* would be unacceptable as this would lead to ambiguity.

Students are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if a Bangla speaker would understand the translation without having understood the text in its original language.

| Question number | Text | Correct answer | Acceptable answers | Reject | Mark |
|-----------------|---|---|---------------------------------|-------------------|------|
| 7 | Ancient Dhaka city was established | প্রাচীন ঢাকা শহর প্রতিষ্ঠিত হয়েছিলো। | পুরনো ঢাকা শহর স্থাপিত হয়েছিলো | ধ্বংস হয়েছিলো | (1) |
| | on the bank of the river Buriganga. | বুড়িগঙ্গা নদীর তীরে | নদীর ধারে | নদীর মধ্যে | (1) |
| | At that time, | সেই সময়ে, | তখনকার আমলে | বর্তমান সময়ে | (1) |
| | this river | এই নদী | বুড়িগঙ্গা নদী | সমুদ্র | (1) |
| | in trades and commerce. | বাবসা-বাণিজ্যে | বিজনেসে | গ্রামবাসীদের | (1) |
| | influenced the city dwellers | শহরবাসীদের প্রভাবিত করেছিলো। | শহরের বাসিন্দাদের | ঢাকার মধ্যে | (1) |
| | Eventually, | কালক্রমে | ক্রমশ | দ্রুতভাবে | (1) |
| | from Capital Dhaka to the other parts of the country. | রাজধানী ঢাকার সাথে দেশের অন্যান্য অংশের | বিভিন্ন শহরের সাথে সড়ক যোগাযোগ | যোগাযোগ না থাকায় | (1) |
| | the communication has improved a lot | যোগাযোগ অনেকাংশে উন্নত হয়েছে। | বহুলাংশে/ব্যপক | অবনতি হয়েছে | (1) |
| | Dhaka city is enriched | ঢাকা শহর সমৃদ্ধশালী | রাজধানী শহর | গ্রামাঞ্চল | (1) |
| | with its historical background, | এর ঐতিহাসিক পটভূমি, | ইতিহাস প্রসিদ্ধ | আধুনিক পটভূমি | (1) |
| | better quality of life, | জীবনযাত্রার উন্নতমান, | উন্নতমানের জীবন | নিম্নমানের জীবন | (1) |
| | and with skilled workers | এবং দক্ষ কর্মচারীতে। | অভিজ্ঞ কাজের লোকজনে পরিপূর্ণ | অদক্ষ লোকজনে ভরা | (1) |
| | The development and expansion of this city | এই শহরের উন্নয়ন ও বিস্তার | বিস্তার | কমতি | (1) |
| | after the independence of | বাংলাদেশের স্বাধীনতার পরে | বাংলাদেশ স্বাধীন হওয়ার পরে | সংগ্রামের আগে | (1) |

| | | | | | |
|--|---------------------------------|----------------------------------|-----------------------------|-------------------|-----|
| | Bangladesh | | | | |
| | never stopped. | কখনোই থেমে থাকেনি। | থামেনি | কমে গেছে | (1) |
| | However, due to the dying river | তবে মরা নদীর কারণে | শুকনো নদীর জন্য | জলে ভরা নদী | (1) |
| | the increasing pollution | ক্রমবর্ধমান দূষণ | বেড়ে ওঠা দূষণ | কমে যাওয়া দূষণ | (1) |
| | for the city dwellers. | নগরবাসীদের জন্য | শহরবাসীদের জন্য | গ্রামবাসীদের জন্য | (1) |
| | is becoming a big issue | এক বড়ো সমস্যা হয়ে দাঁড়িয়েছে। | বিরাট অসুবিধার সৃষ্টি করছে। | সুবিধা হচ্ছে | (1) |

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