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A-level  
**BENGALI**  
**7637/1**

Paper 1 Reading and Writing

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Mark scheme

June 2022

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Version: 1.0 Final



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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Section A

## Comprehension questions to be answered in target language but with no AO3 marks

Where the natural answer to a question consists entirely or partly of words or phrases from the text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Key Idea	Accept	Reject	Mark
01.1	<b>The following or similar</b> • বাইরের দরজায়	সদর দরজা	বাড়ির ভেতরে	1

Qu	Key Idea	Accept	Reject	Mark
01.2	<b>The following or similar</b> • বাড়-বৃষ্টির মধ্যে আম কুড়াতে গিয়ে ফেরেনি বলে	বাড় খেমে গেলেও পথ হারালো কিনা / বাড়ি ফিরতে দেরি হচ্ছিলো ভেবে/ ফেরেনি বলে	খেলতে গিয়েছে বলে	1

Qu	Key Idea	Accept	Reject	Mark
01.3	<b>The following or similar</b> • নারকেল / নারকেলের ডাল + জেঠিমাদের বাগান থেকে	ঝুনো ডাব  চাচিদের/ কাকিদের বাগান থেকে	আম ও গাছের ডাল রাস্তা থেকে	2

Qu	Key Idea	Accept	Reject	Mark
01.4	<b>The following 2 or similar</b> • নাড়ু বানানোর জন্য • ঝাড়ু বানানোর জন্য	নারকেলটা গাছের তলায় পড়েছিলো /ঘরে নারকেল ছিল না নারকেলের পিঠা/মিষ্টি নারকেলের শলার ঝাঁটা	নারকেলের আচার ঝুড়ি	2

Qu	Key Idea	Accept	Reject	Mark
01.5	<b>The following or similar</b> • (অপু আর দুর্গার) জেঠিমা নারকেল চুরির জন্য অপু আর দুর্গাকে গালাগালি /শাপ দিচ্ছিলেন বলে	মুখুজ্যে গিন্নীর শাপ যদি সত্যি হয়! জেঠিমা গালমন্দ করছিলেন বলে	জেঠিমা অপু আর দুর্গাকে নাড়ু দিতে বললেন	1

Qu	Key Idea	Accept	Reject	Mark
01.6	<b>The following or similar</b> <ul style="list-style-type: none"><li>তিনি মেয়েকে তক্ষুণি নারকেলটি জেঠিমাকে ফেরত দিয়ে আসতে বললেন</li></ul>	ফেরত দেওয়ার সময় নারকেলটা যে সে কুড়িয়ে পেয়েছিলো সেটা বলতে বললেন	জেঠিমাকে নাড়ু দিতে বললেন	1

## Summary question

Qu	Key idea	Accept	Reject	Mark
02	<b>Bullet 1</b>  <b>The following two or similar</b> যে পর্যায়ে একজন মানুষ <ul style="list-style-type: none"> <li>• লিখতে/পড়তে</li> <li>• মৌলিক অঙ্ক কষতে পারে</li> </ul>	নাম স্বাক্ষরের ক্ষমতা ছাড়াও যে লেখা/পড়া ও গণনা করতে পারে	যে শুধু নাম সই করতে পারে	2
	<b>Bullet 2</b>  <b>The following three or similar</b> প্রাপ্তবয়স্ক শিক্ষার জন্য <ul style="list-style-type: none"> <li>• সরকারি উদ্যোগের অভাব</li> <li>• শিক্ষা প্রকল্পে অব্যবস্থাপনা/ অদক্ষতা</li> <li>• সম্পদের সীমাবদ্ধতা</li> </ul>	সরকারি সাহায্য / অসহযোগিতা সংশ্লিষ্ট সংস্থার অক্ষমতা অপর্যাপ্ত সম্পদ	বেসরকারি সহযোগিতা শিক্ষার সুব্যবস্থা পর্যাপ্ত সম্পদ	3
	<b>Bullet 3</b>  <b>Any two from the following or similar</b> <ul style="list-style-type: none"> <li>• শিক্ষার জন্য একটি বর্ধিত বাজেট তৈরি করা</li> <li>• সাক্ষরতা প্রকল্পের সুষ্ঠু ব্যবস্থাপনা করা</li> <li>• অর্থ অপচয় বন্ধ করা</li> </ul>	দীর্ঘ মেয়াদি বাজেট করা	স্বল্প মেয়াদি বাজেট করা দুর্নীতি করা	2

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words or are partly or wholly lifted from the text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point. A 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

**\*Generic example of 'lifted' language:**

**1**

Text includes *Having finished her studies, she became a doctor.*

Summary task includes the bullet point • *What she did before becoming a doctor*

Correct answer is *She studied*

Student writes in response to that bullet point *Having finished her studies, she became a doctor*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

**2**

Text includes ... *because computers will replace teachers*

Summary task includes the bullet point • *Technological changes anticipated*

Correct answer is *Computers will replace teachers* or, to demonstrate successful manipulation

*Teachers will be replaced by computers*

Student writes in response to that bullet point *because computers will replace teachers*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

**Minor errors are defined as those which do not affect communication.**

**Serious errors are defined as those which adversely affect communication.**

**Minor errors include:**

incorrect but close to correct spellings.

**Serious errors include:**

incorrect verb forms especially irregular forms and incorrect use of pronouns.

**Complex language includes:**

use of pronouns of all types

tenses that support conceptual complexity

connectives supporting a range of subordinate clauses including those requiring subjunctive

constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

<b>Mark</b>	<b>AO3 quality of language marks in reading summary tasks</b>
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Qu	Accept	Mark	Notes
03.1	মি = মিথ্যা	1	

Qu	Accept	Mark	Notes
03.2	স = সত্য	1	

Qu	Accept	Mark	Notes
03.3	? = উল্লেখ নেই	1	

Qu	Accept	Mark	Notes
03.4	স = সত্য	1	

Qu	Accept	Mark	Notes
03.5	মি = মিথ্যা	1	

Qu	Accept	Mark	Notes
03.6	স = সত্য	1	

Qu	Accept	Mark	Notes
03.7	মি = মিথ্যা	1	



Qu	Key Idea	Accept	Reject	Mark
04.1	<p><b>The following two or similar</b></p> <ul style="list-style-type: none"> <li>অফিসের অতিরিক্ত কাজ শেষ করার তাগিদ</li> <li>অনলাইন প্ল্যাটফর্মে কাজ করলে সহকর্মীদের সাথে যোগাযোগ করা যায় /দরকারি ফাইলপত্র নিরাপদে থাকে</li> </ul>	<p>অফিসের অসম্পূর্ণ কাজ শেষ করতে হয়</p> <p>প্রযুক্তির প্রসারে/গুরুত্বপূর্ণ ফাইল হারাবার ভয় থাকে না</p>	<p>অফিসের কাজ ফেলে রাখা</p> <p>বাড়ি থেকে কাজ করার অনিচ্ছা</p>	2

Qu	Key Idea	Accept	Reject	Mark
04.2	<p><b>Any two from the following or similar</b></p> <ul style="list-style-type: none"> <li>কাজ করার কোনো সময়সীমা না থাকায় স্বচ্ছন্দে কাজ শেষ করা যায়</li> <li>পুরুষরাও ঘর সামলানো ও বাচ্চার দেখাশোনায় অনেক বেশি সময় দিতে পারে</li> <li>(অফিসে) যাতায়াতের ঝামেলা হয় না/ খরচ বাঁচে</li> </ul>	<p>বাড়ির কাজকর্ম ও বাচ্চাদের জন্য পুরুষ কর্মীরা আরও সময় ব্যয় করতে পারে</p> <p>যানজটের দুর্ভোগ পোহাতে হয় না/সময় বাঁচে</p>	<p>বাচ্চারা অবহেলিত হয়</p> <p>যাতায়াতের ঝামেলা হয় অনেক খরচ</p>	2

Qu	Key Idea	Accept	Reject	Mark
04.3	<p><b>The following two or similar</b></p> <ul style="list-style-type: none"> <li>কাজের সময় বাচ্চাদের দিকে মনোযোগ দিতে হয় বলে কাজে বাধা পড়ে</li> <li>ইন্টারনেট সংযোগের সমস্যা হলে অনলাইনে সহকর্মীদের সাথে যোগাযোগ / কাজকর্ম করা সম্ভব হয় না</li> </ul>	<p>কাজ করা যায় না</p> <p>ইন্টারনেট বন্ধ হয়ে গেলে বাড়ি থেকে</p> <p>অফিসের কাজ করা সম্ভব হয় না/ কাজের ক্ষতি হয়</p>	<p>পরিবারের সবাই একসাথে থাকে</p> <p>নেটওয়ার্কিং এর সমস্যা হয় না</p>	2

Qu	Key Idea	Accept	Reject	Mark
04.4	<p><b>The following two or similar</b></p> <ul style="list-style-type: none"> <li>শৃঙ্খলার সাথে কাজ সম্পন্ন করতে হবে/কাজের সময়সূচী করতে হবে</li> <li>ঘরের কাজ ও অফিসের কাজের মধ্যে একটা সমন্বয় করতে হবে</li> </ul>	<p>এতে অফিসের কাজের ক্ষতি হবে না</p> <p>পরিবারের সবার সাথে মিলেমিশে কাজ করলে মানসিক চাপ/ উদ্বেগ কমে যাবে</p>	<p>তাড়াহুড়া করে কাজ করা</p> <p>পরিবারের সবার সাথে সম্পর্ক খারাপ হয়</p>	2

**Question 5****Translation into English**

Acceptable quality of English in translations into English.

**Errors in spelling**

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted.

**Alternative answers**

Examiners will be provided with a range of alternative answers in mark schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

**Successful translation**

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Qu			
05	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up.		
Box		Accept	Reject
1	হামলা করা হয়েছে	There was an attack	
2	ঢাকা বিশ্ববিদ্যালয়ের একাধিক শিক্ষার্থীর ওপর	on several Dhaka University students	College students
3	ঢাকা বিশ্ববিদ্যালয় সাংবাদিক সমিতির সাধারণ সম্পাদকসহ	including the general secretary of the Dhaka University Journalists Association.	Dhaka college Lawyers Association
4	ঢাকা বিশ্ববিদ্যালয়ের একদল শিক্ষার্থী	A group of Dhaka University students	
5	এর প্রতিবাদ করে গত সপ্তাহে ক্যাম্পাসে একটি মানববন্ধন করেছে।	formed a human chain on the campus last week as a protest.	Praising activities of students
6	এই প্রতিবাদ সভায়	In this protest meeting	Public meeting
7	বিশ্ববিদ্যালয় ক্যাম্পাসে অনুষ্ঠিত	held at the University campus,	College campus
8	প্রায় একশত শিক্ষার্থী	around 100 students	Employees
9	বিভিন্ন ছাত্র সংগঠনের কর্মীসহ	including activists of different student organisations	Techers' association

10	যোগ দিয়েছিল।	took part.	Protested
11	বক্তারা দাবি জানান।	The speakers demanded	Professors
12	তাদের তাত্ক্ষণিক গ্রেপ্তার ও শাস্তির	immediate arrest and punishment for them	Rewards for them
13	যারা ছাত্রদের উপর হামলা করেছে	who attacked the students.	Praised the students
14	তারা আরও চেয়েছিলেন যে	They also sought that	Wrong tense
15	শিক্ষার্থীদের সুরক্ষা নিশ্চিত করতে	to ensure students' security	Teachers' interest
16	কর্তৃপক্ষ যেন একটি জরুরি হেল্পলাইন চালু করেন।	the authorities need to introduce an emergency helpline.	Employer supports the students future
17	মানববন্ধনকে সমর্থন করে	Addressing the human chain,	Addressing the Public
18	কেন্দ্রীয় ছাত্র সংসদের প্রাক্তন সদস্য বললেন,	a former member of the Central Students Union said,	The former Vice Chancellor
19	"এটা দুঃখের বিষয় যে আমাদের শিক্ষার্থীদের উপর হামলা করা হচ্ছে	"It's a matter of regret that our students are being attacked	students are being praised
20	অন্যায় কাজকর্মের প্রতিবাদ করার জন্য।"	for fighting against injustice."	for supporting.

[10 marks]

**Section B Research project Questions 6–9****Assessment Objectives 2, 3 and 4****Level of response marking instructions**

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

**Step 1 Determine a level**

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in 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 levels 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, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

**Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Assessment criteria**

Each assessment objective should be assessed independently.

Students are advised to write approximately 300 words per essay. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

**Assessment Objective 2**

Mark	AO2
9–10	<p><b>Very good evaluation of the research topic</b></p> <p>The relevant information from the written source material has been fully understood. This information is consistently linked to research findings to form appropriate arguments and conclusions.</p>
7–8	<p><b>Good evaluation of the research topic</b></p> <p>Most of the relevant information in the written source material has been clearly understood. This information is often linked to research findings to form appropriate arguments and conclusions.</p>
5–6	<p><b>Reasonable evaluation of the research topic</b></p> <p>Some of the relevant information in the written source material has been understood. This information is sometimes linked to research findings to form appropriate arguments and conclusions.</p>
3–4	<p><b>Limited evaluation of the research topic</b></p> <p>A limited amount of relevant information in the written source has been understood. This information is occasionally linked to research findings to form appropriate arguments and conclusions.</p>
1–2	<p><b>Very limited evaluation of the research topic</b></p> <p>A very limited amount of the relevant information in the written source has been understood. This information is rarely if ever linked to research findings to form appropriate arguments and conclusions.</p>
0	The student produces nothing worthy of credit.

For guidance on the evaluation of the written source in relation to the research findings, examiners are advised to refer to the indicative content for AO4.

AO2 marks should be awarded for the success with which students have demonstrated their understanding of the written source provided and linked information in that source to their research findings. For examples, see items marked 'AO2' in indicative content.

**Assessment Objective 3**

<b>AO3</b>	
9–10	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
7–8	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
5–6	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
3–4	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1–2	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

**Minor errors are defined as those which do not affect communication.**

**Serious errors are defined as those which adversely affect communication.**

**Minor errors include:**

incorrect but close to correct spellings.

**Serious errors include:**

incorrect verb forms especially irregular forms and incorrect use of pronouns.

**Complex language includes:**

use of pronouns of all types

tenses that support conceptual complexity

connectives supporting a range of subordinate clauses including those requiring subjunctive

constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

**Assessment Objective 4**

<b>Research project essay</b>		<b>AO4</b>
<b>Mark</b>	<b>Descriptors</b>	
17–20	<p><b>Excellent critical and analytical response</b>            Excellent knowledge and understanding of the research topic covered in the essay. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of the research topic.</p>	
13–16	<p><b>Good critical and analytical response</b>            Good knowledge and understanding of the research topic covered in the essay. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the research topic.</p>	
9–12	<p><b>Reasonable critical and analytical response</b>            Reasonable knowledge and understanding of the research topic covered in the essay. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the research topic.</p>	
5–8	<p><b>Limited critical and analytical response</b>            Some knowledge and understanding of the research topic covered in the essay. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the research topic.</p>	
1–4	<p><b>Very limited critical and analytical response</b>            A little knowledge and understanding of the research topic covered in the essay. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the research topic.</p>	
0	<p>The student produces nothing worthy of credit in response to the question.</p>	



**0 6**

**Research topic: The role of women in Bengali society**

The status of women in Bangladesh

**[40 marks]**

**Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- The criteria for justifying women’s status in Bangladesh (AO2).
- Recent initiatives to combat women’s empowerment and decision making. (AO2).
- The scheme executed in the 80s to improve the women’s status (AO2).
- Disparity of women’s in all sectors in the male dominated society (AO2).
- Recent changes in the status of women’s in Bangladesh (AO2).

**Additional points of indicative content**

- Impact of women’s status to determine social justice.
- Family planning and upbringing of children as a working woman.
- Sharing responsibilities with men to head a progressive society.
- Impact of women’s empowerment after Bangladesh independence.
- Exemplary role models in the Bengali speaking society.

**0 7**

**Research topic: Child labour in Bengali society**

Current situation of child labour and it’s solution

**[40 marks]**

**Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- The surrounding conditions leading to children becoming child labourers (AO2).
- The reasons for children to become rootless and ruthless (AO2).
- Influence of economic poverty on child labour(AO2).
- The vast unemployment and limited resources impacting child labour (AO2).
- Steps to eradicate child labour in Bengali speaking society (AO2).

**Additional points of indicative content**

- Mass perspective of child labour in Bengali speaking society.
- Socio-economic impact on child labour.
- The natural disasters impacting migration from rural to urban areas.
- The effects of negative attitudes towards family planning.
- Initiative taken by different organisations to resolve child labour.

0 8

**Research topic: Tourism in Bengali-speaking countries**

Publicity of Food gastronomy in Bangladesh

**[40 marks]**

**Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- The world-wide fame of traditional Bengali food (AO2).
- Reasons for attracting tourists from around the world (AO2).
- Unique specialities of sweet water fish in Bengali food gastronomy (AO2).
- Possible food gastronomy destination as researched by world Tourist Organisation (AO2).
- Modern Bengali cuisine was promoted in Bengal during the British rule. (AO2).

**Additional points of indicative content**

- Bengali chefs on the top chart along with the world-famous chefs.
- Geographical factors impacting the popularities of Bengali food items.
- Mughal food developed in Mughal Bengal as part of the Mughal Empire.
- Impact of Kolkata cuisine to popularise Bengali food items.
- Promoting Bengali food gastronomy in the European countries.

0 9

**Research topic: Emergence of Bangladesh**

International Mother-tongue day

**[40 marks]**

**Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- The background of the nationalistic struggle against British colonial rule (AO2).
- The regional disparity of East and West Pakistan (AO2).
- The mass revolt against the rulers of Pakistan (AO2).
- The national election and mass killing in East Pakistan in March 1971 (AO2).
- The crushing of the nationalistic movement of Bengalis, and a planned execution of genocide by the military junta (AO2).

**Additional points of indicative content**

- The issue of the state language and the Language Movement in 1952.
- The regional disparity and the demand for the provincial autonomy.
- Beginning of the Liberation Movement followed by the National election.
- Inspirational speech of Bangabandhu and the revolt of the Bengalis.
- Genocide by the Army Government and the declaration of an independent country.