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# A-level BENGALI

## PAPER 1 READING AND WRITING

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Mark scheme

June 2020

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V1.0

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 Assessment Writer.

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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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 1	Accept	Mark	Notes
01.1	(Any two) <ul style="list-style-type: none"> <li>লেখাপড়ার জন্য কড়া নিয়ম ছিলো (1)</li> <li>কেউ ফাঁকি দিতে পারতো না (1)</li> <li>মাসিক পরীক্ষাগুলোতে কম নম্বর পেলে কলেজ ছাড়তে হতো (1)</li> <li>অভিভাবকদের ডেকে এনে হয়রানি করা হতো (1)</li> </ul>	2	<b>Accept:</b> জোর দেওয়া হতো বের করে দিতো বাবা-মাদের
01.2	(Any two) <ul style="list-style-type: none"> <li>তঁার পড়ানোর ভঙ্গী ছিলো সহজ/সরল (1)</li> <li>কঠিন বিষয়গুলোও সুন্দর করে বোঝাতেন (1)</li> <li>তঁার প্রেমকথা পড়ানোর সময় সবার হৃদয় শিহরিত হতো (1)</li> <li>তঁার কথা শুনতে শুনতে সময় দ্রুত চলে যেতো (1)</li> </ul>	2	<b>Accept:</b> সহজ করে পড়াতেন আলোড়িত
01.3	<ul style="list-style-type: none"> <li>বন্ধুর সাথে কাটা-গোল্লা খেলছিলেন (1)</li> <li>শিক্ষক লেখক ও তঁার বন্ধুর পরিচয়পত্র নিয়ে নিলেন তাঁদের দুজনকে দাঁড়িয়ে থাকতে বলা হলো (1)</li> </ul>	2	
01.4	(Any two) <ul style="list-style-type: none"> <li>লেখক তঁার পরিচয়পত্র ফিরে পাবেন কি না সে ব্যাপারে নিশ্চিত ছিলেন না (1)</li> <li>পরিচয়পত্র ছাড়া কলেজে ঢুকতে পারবেন না (1)</li> <li>জরিমানা দিতে হবে (1)</li> <li>একটানা পাঁচদিন কলেজে না আসলে নাম কাটা যাবে (1)</li> </ul>	2	

## Summary question

Qu 2	Accept	Mark	Notes
<b>Bullet 1</b>	<ul style="list-style-type: none"> <li>যথার্থ যোগ্যতা থাকা সত্ত্বেও চাকরী পেতে সমস্যা (1)</li> <li>দুর্নীতি রাজনৈতিক অস্থিরতা বাড়ায় যার ফলে কর্তৃপক্ষের সঙ্গে কমবয়সী লোকজন সমস্যায় জড়িয়ে পড়ে (1)</li> </ul>	2	<p><b>Accept:</b> যোগ্যতার কোনো দাম নেই তরুণ/যুবকরা সমস্যায় কবলিত হয়</p>
<b>Bullet 2</b>	<ul style="list-style-type: none"> <li>(দেশের) রাজনৈতিক দৃশ্যপট পরিবর্তন করার জন্য কমবয়সী প্রতিভাবান লোকজনকে এগিয়ে আসতে হবে (1)</li> <li>যেকোনো নতুন রাজনৈতিক দলের সাফল্যের মূলে রয়েছে পুরনো প্রজন্মের সঙ্গে ঐক্যবদ্ধ হয়ে কাজ করা (1)</li> </ul>	2	<p><b>Accept:</b> গুণী যুবকদেরকে প্রবীণদের সঙ্গে একসাথে মিলেমিশে কাজ করা</p>
<b>Bullet 3</b>	<ul style="list-style-type: none"> <li>দুর্নীতি ও কোন্দলমুক্ত শাসন প্রতিষ্ঠায় সরকারের প্রতি আস্থার অভাব (1)</li> <li>লোকজনের রোজকার জীবনে হরতালের নেতিবাচক প্রভাব পড়ে (1)</li> <li>রাজনৈতিক কোন্দল একপাশে রেখে এক চমৎকার বাংলাদেশ গড়ে তোলার উন্নয়নমূলক সাক্ষ্যপ্রমাণ (1)</li> </ul>	3	<p><b>Accept:</b> শাসন কায়েমে সরকারের প্রতি অনাস্থা সাধারণ মানুষের দৈনন্দিন জীবন অচল হয়ে পড়ে</p>

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.\* '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 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.

Mark	AO3 quality of language marks in reading summary task
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.

### Indicative content

#### Summary 1: 88 words – AO3 5/5

যথার্থ যোগ্যতা থাকা সত্ত্বেও যুবকদের চাকরী পেতে অসুবিধা হচ্ছে। দুর্নীতিতে দেশ ছেয়ে গেছে এবং এতে রাজনৈতিক অস্থিরতা বাড়ছে যার ফলে কতৃপক্ষের সঙ্গে কমবয়সী লোকজন সমস্যায় জড়িয়ে পড়ছে। (দেশের) রাজনৈতিক পরিস্থিতির পরিবর্তন করার জন্য কমবয়সী প্রতিভাবান লোকজনকে এগিয়ে আসতে হবে। কারণ যেকোনো নতুন রাজনৈতিক দল তখনই সফল হবেন যখন তারা পুরনো প্রজন্মের সঙ্গে মিলেমিশে কাজ করবে। তবে দুর্নীতি ও কোন্দলমুক্ত শাসন কায়েমে সরকারের প্রতি কমবয়সী লোকজনের আস্থা নেই কারণ তারা হরতাল ডেকে লোকজনের প্রতিদিনের জীবনকে দুর্বিসহ করে তোলে। দলীয় কোন্দল ভুলে এক চমৎকার বাংলাদেশ গড়ে তোলার এখন উপযুক্ত সময়।

#### Summary 2: 84 words – AO3 4/5

যথার্থ যোগ্যতা থাকা সত্ত্বেও যুবকদের চাকরি পেতে অসুবিধা হচ্ছে। দুর্নীতিতে দেশ ছেয়ে গেছে এবং এতে রাজনৈতিক অস্থিরতা বাড়ছে আর কতৃপক্ষের সাথে কমবয়সী লোকজন সমস্যায় জড়িয়ে পড়ছে। রাজনৈতিক অবস্থার পরিবর্তন করার জন্য কমবয়সী লোকজনকে এগিয়ে আসতে হবে। কারণ নতুন রাজনৈতিক দল তখন সফল হবেন যখন তারা পুরন প্রজন্মের সঙ্গে মিলেমিশে কাজ করে। তবে দুর্নীতি ও কোন্দলমুক্ত শাসন কায়েমে সরকারের প্রতি কমবয়সি লোকজনের আস্থা নাই কারণ তারা হরতাল ডেকে লোকজনের প্রতিদিনের জীবনকে অচল করে তোলে। দলীয় কোন্দল ভুলে এক চমতকার বাংলাদেশ গড়ে তোলার একন উপযুক্ত সময়।

**Summary 3: 73 words – AO3 3/5**

যগ্যতা থাকা সতেও যুবকদের চাকরি পেতে অসুবিদা হচ্ছে। দুর্নীতি আর রাজনতিক কন্দল বাড়ছে যার ফলে কতৃপক্ষের সতে কমবয়স লোকজন সমসায় জড়িয়ে পড়ে। রাজনতিক অবস্তার বদল খরার জন্য কমবয়সি যগ্য লোকজনকে আসতে হবে। নতুন রাজনতিক দল তকন সপল হবে যখন খারা পুরন লকদের সতে মিসে খাজ করবেন। তবে সরকারের প্রতি কমবয়সি লোকজনের আস্তা নাই। তারা হরতাল ডাকে লোকজনের পথিদিনের জিবন অচল করে তলে। দলিয় কন্দল ভুলে এক চমতকার বাংলাদেশ গড়ে তলার একন টিক সময়।

**Summary 4: 63 words – AO3 2/5**

যগ্যতা তাখলেও যুবকরা ছাকরি পায় না। দুনিতে দেশ বরে গেছেন আর রাজনতিক কন্দল বারছে। কতৃপখের সতে কমবয়স লুকজন সমসায় পরছে। অবস্তা বধলানর যন্য কমবয়স লুকদের আসথে হবে। নতুন রাজনতিক দল সপল হবে যখন তারা পুরন লকদের সতে খাজ করবেন। কন্দলচারা শাসন খায়েমে সরখারের পতি কমবয়স লুকদের আস্তা নাই। খারা হরতাল ডাকে লকের জিবন অচল করে। কন্দল বলে চমতখার বাংলাদেশ তইরি খরার একন সময়।

**Summary 5: 56 words – AO3 1/5**

জুবকরা ছাকড়ি পায় না। দুনিতে দেস বরে গেছেন আর কন্দল বারছে। কমবয়স লুকজন সমসায় পরচে। অবস্তা বধলানর যন্য কমবয়স লুকজন আসথে হবেন। নতুন দল তারা পুরন লকজনের সতে খাজ করবেন। দুনিতি চারা সাসন খায়েমে সরখারের পতি কমবয়স লুকজনের আস্তা নাই। খারা হরথাল দাকে লুকজনের জিবন অছল খরে। কন্দল বলে ছমতখার বাংলাদেশ ঘড়ে তলার একন টিক সময়।

Qu	Accept	Mark	Notes
03.1	T / স / সত্য	1	

Qu	Accept	Mark	Notes
03.2	NT / ? / উল্লেখ নেই	1	

Qu	Accept	Mark	Notes
03.3	T / স / সত্য	1	

Qu	Accept	Mark	Notes
03.4	F / মি / মিথ্যা	1	

Qu	Accept	Mark	Notes
03.5	T / স / সত্য	1	

Qu	Accept	Mark	Notes
03.6	F / মি / মিথ্যা	1	

Qu	Accept	Mark	Notes
03.7	NT / ? / উল্লেখ নেই	1	

Qu	Accept	Mark	Notes
03.8	F / মি / মিথ্যা	1	

## Question 4

Qu	Key idea	Mark	Notes
04.1	স্মার্টফোনে আছে উচ্চগুণ সম্পন্ন সংযোগ এবং তাৎক্ষণিক লভ্যতা (1)	1	উচ্চমানের
04.2	কাজ থেকে ছুটি নেওয়ার প্রয়োজন হয় না/ রোজকার জীবনের বিঘ্নতা এড়ানো যায় (1) বিভিন্ন দেশের বিশেষজ্ঞদের সঙ্গে যোগাযোগ করা যায় (1)	2	সময় বের করা প্রতিদিনের জীবনের বাধা  নানান দেশের
04.3	মারাত্মক কিছু হয়ে/ঘটে যেতে পারে (1)	1	জীবন নাশকারী
04.4	যেকোনো সমস্যা নিরসনে প্রযুক্তি উন্নতি করবে (1) সময়ের সাথে সাথে ইন্টারনেটের লভ্যতা বাড়বে (1)	2	অসুবিধা
04.5	না, কারণ তাদের মূল্য সম্ভবত একই থাকবে (1)	1	দাম

**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	অতিথিপরায়ণতা বাঙালি সংস্কৃতির একটি অংশ।	Hospitality is part of Bengali culture.	being hostile
2	বাড়িতে একজন অতিথি এলে	When guests visit their home	verb in wrong tense
3	পরিবারের লোকজন খুব খুশি হয়।	members of the family become very happy.	jealous member
4	সবাই মিলে অতিথি আপ্যায়নে ব্যস্ত হয়।	Everyone is busy entertaining the guests.	can tidy up
5	বেশিরভাগ বাঙালি চায়	Most Bengalis would like	hates
6	তাদের অতিথিরা যেন সুন্দরভাবে সময় কাটায়	their guests to spend quality time with them	forces the guest to go away
7	এবং আতিথেয়তা পরিপূর্ণভাবে উপভোগ করে।	and to fully enjoy their hospitality.	guests to be bored
8	বাঙালিদের মধ্যে অবশ্য কেউ কেউ	However, some Bengalis	to some extent

9	বিদেশী অতিথিদের সাদরে আমন্ত্রণ জানাতে আগ্রহী	are keen to invite foreign guests	to reject foreign guests
10	কারণ আমন্ত্রিত অতিথিদের সাথে তারা বন্ধুত্বসুলভ সম্পর্ক গড়তে চায়।	because they would like to build up a friendly relationship with the guests.	they are reluctant
11	এসব অতিথি প্রথমেই পরিবারের সবার সাথে পরিচিত হয়।	Initially these guests are introduced to all the family members.	taking over the host
12	তারপর পারিবারিক অনুষ্ঠানে যোগ দিয়ে	Later, by attending family functions,	for the attitude
13	বাঙালিদের খাওয়াদাওয়া, প্রথা ও বাঙালি সংস্কৃতিকে	the eating habits, customs and Bengali culture	to live healthily
14	ধীরে ধীরে জানার সুযোগ পায়।	gradually become known to them.	family drama
15	তাই তারা বাঙালিদের আতিথ্যগ্রহণে	So, by accepting hospitality from the Bengali people,	it is rare
16	নিজেদেরকে ধন্য মনে করে।	they feel grateful/privileged.	accepting the challenge
17	আন্তরিক চেষ্টা করে	They also try sincerely	trying rudely
18	বাঙালি সমাজে নিজেদের সংস্কৃতিকেও তুলে ধরতে	to project their own culture onto the Bengalis.	to present won family
19	এতে দুই সংস্কৃতির বিনিময় হয়।	This allows the exchange of two cultures.	exchange of partners
20	বাঙালিদের অতিথিপরায়ণতাও এতে দৃঢ় হয়।	Bengali hospitality/The hospitality of Bengalis also becomes stronger.	living relationship

[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	A02
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 these questions.

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 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>A04</b>
<b>Mark</b>	<b>Descriptors</b>	
17-20	<p><b>Excellent critical and analytical response</b></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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>	

AO4 marks should be awarded for relevant evidence drawn from the student's individual research (ie evidence beyond that in the written source text provided) and for the success with which students use that evidence in their essay. (For examples, see items **not** marked as AO2 in indicative content).

**Indicative content****06 Research topic: The role of women in Bengali society**

- Origins of Women's Day (AO2)
- Women's status in the family (AO2)
- Changing attitude of women (AO2)
- Impact of educated/working women on the family(AO2)
- Balancing the responsibilities of women at home and at work (AO2)
  
- Changing role of women in developing countries
- Independence for women
- Positive changes to traditional attitudes
- Family commitments versus career demands
- Equal opportunities for women

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

- Daily life of child labourers in Bangladesh and West Bengal (AO2)
- Nature of work/earnings of these children (AO2)
- Health/education for these children(AO2)
- Government initiatives to facilitate education for these children (AO2)
- Protest against child labour worldwide (AO2)
  
- History of child labour in Bangladesh and West Bengal
- Attitudes to child labour in Bengali-speaking world
- Success of national and international political initiatives past and present to address this issue
- Impact of child labour on mass education of Bengali society
- Charitable initiatives to improve the future for these children

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

- Tourists attracted initially by gastronomy can also enjoy other tourist attractions (AO2)
- Economic impact of these tourists through creating jobs (AO2)
- Gastronomy used to market the area to tourists as it is very visual (AO2)
- Local produce is sought after by the restaurants (AO2)
- Greater use of technology to promote gastronomy and tourism (AO2)
- Increased awareness of different cultural heritage through food tourism
- Chefs from around the world visit and learn the skills of the local Bengalis
- Sharing of traditional dishes of the many different regions raises awareness and a desire to visit.
- Popularity of street food, particularly among young people
- Examples of specific successful tourist attractions which focus around gastronomy

**09 Research topic: Emergence of Bangladesh**

- Origins of the Language movement (AO2)
- Emergence of Pakistan/cultural and regional disparity between East and West Pakistan (AO2)
- Protest amongst Bengalis in East Pakistan against decision to establish Urdu as state language of Pakistan (AO2)
- Recognition of Bangla as state language of East Pakistan (AO2)
- Recognition/observance of International Mother Tongue Day(AO2)
  
- End of British rule in Indian sub-continent
- Mass movement of Bengalis to establish Bangla as the parallel state language alongside Urdu.
- Mass revolt in 1969
- Emergence of Bangladesh in 1971
- Impact of the Language movement in achieving the independence of Bangladesh

