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**GCSE  
BENGALI  
8638/RF**

Paper 3 Reading Foundation Tier

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Mark scheme

June 2021

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Version: 0.1 Pre-Standardisation



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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## Listening and Reading tests

### General principles of marking

#### Non-verbal answers

Follow the mark scheme as set out.

#### Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.
  - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
  - (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: – if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** – if the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
  - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
  - (d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.
2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. In questions which are T/F/? or √/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'L' for Lkã in Section B, this should also be credited despite the wrong language being used.

7. The following general principles should be applied in relation to answers in the target language in Section B:

- (a) Incorrect personal pronouns – accept (unless this causes ambiguity).
- (b) Incorrect possessive adjectives – accept (unless this causes ambiguity).
- (c) Wrong gender – accept (unless this causes ambiguity).
- (d) Infinitive – will normally communicate without ambiguity, so should be accepted.
- (e) Wrong tense – accept as long as student comprehension is not in question.
- (f) Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

Question	Accept	Mark
01.1	09 (nine)	1

Question	Accept	Mark
01.2	16 (sixteen)	1

Question	Accept	Mark
01.3	30 (thirty)	1

Question	Key idea	Accept	Reject	Mark
02.1	Footpaths	Pavement/sidewalk/paths	Road	1

Question	Key idea	Accept	Reject	Mark
02.2	Shops	Shopping mall/stores	Food court	1

Question	Key idea	Accept	Reject	Mark
02.3	Cycle lanes	Lanes for cycling	Lane (on its own)	1

Question	Key idea	Accept	Reject	Mark
02.4	Sport field	Field	Resort	1

Question	Accept	Mark
03.1	<b>C, 1</b> C Going to work by bike 1 Salad	2

Question	Accept	Mark
03.2	<b>D, 4</b> D Going to the gym 4 Fish	2

Question	Accept	Mark
04.1	<b>N</b> (now)	1

Question	Accept	Mark
04.2	<b>P</b> (past)	1

Question	Accept	Mark
04.3	<b>F</b> (future)	1

Question	Accept	Mark
04.4	<b>P</b> (past)	1

Question	Key idea	Accept	Reject	Mark
05.1	<b>Advantage:</b> Reading/poems gives pleasure/is pleasurable/enjoyable	<b>Advantage:</b> Poetry/poems	<b>Advantage:</b> Hard to write poems, easy	2
	<b>Disadvantage:</b> Hard to learn alphabets	<b>Disadvantage:</b> Learning the language/alphabet/letters is difficult	<b>Disadvantage:</b> Easy to learn/recall letters	

Question	Key idea	Accept	Reject	Mark
05.2	<b>Advantage:</b> Important for a job search/getting a job	<b>Advantage:</b> Maths helps getting a job/important for a job search	<b>Advantage:</b> Hard to find jobs	2
	<b>Disadvantage:</b> Course delivery is boring/inaccessible	<b>Disadvantage:</b> Teaching is boring/inaccessible/taught in a boring way/not accessible	<b>Disadvantage:</b> Accessible, too easy	

Question	Accept	Mark
06.1	T (true)	1

Question	Accept	Mark
06.2	F (false)	1

Question	Accept	Mark
06.3	F (false)	1

Question	Accept	Mark
06.4	T (true)	1

Question	Accept	Mark
06.5	T (true)	1

Question	Accept	Mark
06.6	NM (not mentioned)	1

Question	Accept	Mark
06.7	T (true)	1

Question	Accept	Mark
07.1	P (positive)	1

Question	Accept	Mark
07.2	P+N (positive and negative)	1

Question	Accept	Mark
07.3	N (negative)	1

Question	Key idea	Accept	Reject	Mark
08.1	Poverty, homelessness, unemployment (any two)	Poor/jobless/homeless people (any two)	Rich people Housing Job opportunities	2

Question	Key idea	Accept	Reject	Mark
08.2	Train station, park (any one)	Open space, railway station, station (any one)	Houses, homes	1

Question	Key idea	Accept	Reject	Mark
08.3	Talks to them	Speaks to them/listens to them/listens to their problems	Helps, makes them breakfast	1

Question	Accept	Mark
09	<b>B, D, F (in any order)</b> B মিশুক D দয়ালু F সুন্দরী	3

Question	Accept	Mark
10	<b>A, C, F (in any order)</b> A হাসির C গানের F প্রেমের	3

Question	Accept	Mark
11	<b>C, E, A, D (in this order)</b> <b>C</b> ষোলো <b>E</b> পরিবারের <b>A</b> আনন্দ <b>D</b> ঘড়ি	4
Question	Accept	Mark
12.1	<b>A</b> (শহরের পাশ দিয়ে ।)	1
Question	Accept	Mark
12.2	<b>C</b> (পাহাড়ের নীচে ।)	1
Question	Accept	Mark
12.3	<b>B</b> (বর্ষার সময় ।)	1
Question	Accept	Mark
12.4	<b>A</b> (দেহাতীদের সাহায্যে ঝোলা পুল দিয়ে ।)	1

Question	Name	Key idea			Accept	Reject	Mark
		Past	Present	Future			
13	মাহমুদ	বন্ধুদের সাথে খেলতো		স্কুলক্লাবে যোগ দেবে	(Past) খেলাধুলা করতো (Future) ক্লাবে গিয়ে লেখাপড়া করবে/সাহায্য নেবে	(Past) ঘুরে বেড়াতো (Future) ক্লাবে গিয়ে খেলবে	2
	মিনি		বেহালা শিখছে	গান শেখাবে	(Present) বাজানো শিখছে (Future) গানের টিচার হবে	(Present) পিয়ানো (Future) লিখবে	2

Question		Key idea	Accept	Reject	Mark
14	পরিবারের সাথে ছুটি কাটাতে আমার ভালো লাগে ।	I like spending holidays with (my) family.	Family holidays	holidays with friends	1
	আমরা সবসময় যাই ।	We always go	Every time	once	1
	সমুদ্রতীরে	to the seaside/beach.	at the seaside/beach.	riverside	1
	গত গরমকালে/গ্রীষ্মকালে আমার বোন	Last summer my sister	In the summer last time	Next summer	1
	একটি পার্ট-টাইম চাকরী পেয়েছিলো/করছিলো ।	had a (part-time) job.	got a part-time work.	wrong tense/small job	1
	সেই কারণে তার সাথে আমাদেরকেও বাড়িতে থাকতে হয়েছিলো ।	That was the reason, we also had to stay with her at home.	We therefore stayed with her at home as well.	somewhere else	1
	তাই এটা ছিলো সত্যিই একঘেয়ে/বিরক্তিকর ।	So, it was really/truly boring.	Very annoying	little bit boring	1
	সে কখনো চাইতো না	She never wanted	did not like	wrong tense	1
	সন্ধ্যায়/রাতে বাইরে যেতে	to go out in the evenings.	going out at night.	outing all day	1

Total marks = 60