



GCSE
BENGALI
8638/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2023

Version: 1.0



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 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 the 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 'স' for সত্যি 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 | T (true) | 1 |

| Question | Accept | Mark |
|----------|-----------|------|
| 01.2 | F (false) | 1 |

| Question | Accept | Mark |
|----------|----------|------|
| 01.3 | T (true) | 1 |

| Question | Accept | Mark |
|----------|----------|------|
| 01.4 | T (true) | 1 |

| Question | Accept | Mark |
|----------|-----------|------|
| 01.5 | F (false) | 1 |

| Question | Accept | Mark |
|----------|----------------------|------|
| 01.6 | NT (not in the text) | 1 |

| Question | Accept | Mark |
|----------|----------|------|
| 01.7 | T (true) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|------------------------------|---|------------------------|------|
| 02.1 | The railway line was blocked | The railway line/trainline was closed ahead | Road work was going on | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|-----------------------------|----------------------|------|
| 02.2 | She (Neela) went for a walk (towards the town centre) | She walked towards the city | Waited for the train | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|---------------------------|--------------------|------|
| 02.3 | She (Neela) was being followed by someone | Someone was following her | She was left alone | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|---|--------------|------|
| 02.4 | Watch the next episode (of the Detective series) | Watch the follow-up episode (of the mystery series) | Watch a film | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|-------------|----------------------|-------------|------|
| 02.5 | Next Monday | Coming Monday/Monday | Last Monday | 1 |

| Question | Accept | Mark |
|----------|-----------|------|
| 03.1 | S (Selim) | 1 |

| Question | Accept | Mark |
|----------|-----------|------|
| 03.2 | A (Adiba) | 1 |

| Question | Accept | Mark |
|----------|----------|------|
| 03.3 | H (Hena) | 1 |

| Question | Accept | Mark |
|----------|-----------|------|
| 03.4 | E (Emran) | 1 |

| Question | Accept | Mark |
|----------|-----------|------|
| 03.5 | B (Bappa) | 1 |

| Question | Accept | Mark |
|----------|--------------------------|------|
| 04.1 | B (train young players.) | 1 |

| Question | Accept | Mark |
|----------|---|------|
| 04.2 | C (starting a family and raising children is a priority.) | 1 |

| Question | Accept | Mark |
|----------|--|------|
| 04.3 | A (it helps him to compete in the skiing competition.) | 1 |

| Question | Accept | Mark |
|----------|---------------------------------|------|
| 04.4 | B (had financial difficulties.) | 1 |

| Question | Accept | Mark |
|----------|------------------|------|
| 04.5 | C (get married.) | 1 |

| Question | Accept | Mark |
|----------|--------------|------|
| 05.1 | P (positive) | 1 |

| Question | Accept | Mark |
|----------|--------------|------|
| 05.2 | N (negative) | 1 |

| Question | Accept | Mark |
|----------|-----------------------------|------|
| 05.3 | P+N (positive and negative) | 1 |

| Question | Accept | Mark |
|----------|--------------|------|
| 05.4 | N (negative) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|-------------------------|--------------------|------|
| 06.1 | (Because of their) physical appearance | Different physical look | Friendly behaviour | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|---|----------------------|------|
| 06.2 | They become lonely/isolated/suffer emotional stress | They stop going to school/it affects their mental health (either one) | They become cheerful | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|---|-----------------|------|
| 06.3 | School counsellors work together with the children | School counsellors work closely with the victims/children | Instigate fight | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---------------------------|--|----------|------|
| 07.1 | He goes to school on foot | He does not use bus/car/walks to school (any one) | Uses car | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|---|-------------|------|
| 07.2 | He (they) has/have installed solar panels | Uses solar panels/does not use gas/does not burn coal | Electricity | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|-------------------------------|---|---------|------|
| 07.3 | He puts his litter in the bin | Does not drop litter on the street/uses a bin (either one) | Litters | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---------------------------------|-------------------------------|-------------|------|
| 07.4 | He recycles as much as possible | He recycles as much as he can | Burns trees | 1 |

| Question | Accept | Mark |
|----------|------------------|------|
| 08.1 | C (পায়ে হেঁটে।) | 1 |

| Question | Accept | Mark |
|----------|---------------------|------|
| 08.2 | A (একজন ভালোমানুষ।) | 1 |

| Question | Accept | Mark |
|----------|------------------------|------|
| 08.3 | C (বড়ো রাস্তা দিয়ে।) | 1 |

| Question | Accept | Mark |
|----------|--|------|
| 08.4 | B (হারুবাবু লোকটির আত্মীয়ের প্রতিবেশী বলে।) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--------------------------|---------------------------|----------------------|------|
| 09.1 | স্কুল তাড়াতাড়ি শেষ হয় | স্কুল জীবন বাংলাদেশের মতো | স্কুল দেরিতে শেষ হয় | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|----------------------------|-------------------------------|------------|------|
| 09.2 | স্কুলে বাংলা পড়ানো হয় না | স্কুলে বাংলা শিক্ষক/ক্লাস নেই | শুধু ক্লাস | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|-----------------------------|-------------------|-------------|------|
| 09.3 | ভাষা শেখার স্কুলে গিয়েছিলো | ইংরেজি শেখার জন্য | শুধু ইংরেজি | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|----------------|--------------------------|--------|------|
| 09.4 | কাজ/চাকরী করবে | (সুপারমার্কেটে) কাজ করবে | গরমকাল | 1 |

| Question | Accept | Mark |
|----------|---|------|
| 10 | <p>B, D, F, H (in any order)</p> <p>B (শীতের সময় বরফে ঢাকা শহরটাকে স্বপ্নের মতো মনে হয়।)</p> <p>D (গরমকালে সুন্দর দৃশ্যের ছবি তোলার জন্য পাহাড় ও জঙ্গলে ঘুরে বেড়ানো সম্ভব।)</p> <p>F (আশেপাশে বড়ো জলাশয় না থাকায় এখানে কোনো জলক্রীড়া সম্ভব নয়।)</p> <p>H (ভারতের উত্তরে সবুজে ঘেরা এই শহরের নাম সিমলা।)</p> | 4 |

| Question | Accept | Mark |
|----------|--------|------|
| 11.1 | মুনমুন | 1 |

| Question | Accept | Mark |
|----------|--------|------|
| 11.2 | আলম | 1 |

| Question | Accept | Mark |
|----------|--------|------|
| 11.3 | মুনমুন | 1 |

| Question | Accept | Mark |
|----------|--------|------|
| 11.4 | তাপসী | 1 |

| Question | Accept | Mark |
|----------|--------|------|
| 11.5 | রোমেল | 1 |

| Question | Accept | Mark |
|----------|--------|------|
| 11.6 | তাপসী | 1 |

| Question | | Key idea | Accept | Reject | Mark |
|----------|--|---|---|--|------|
| 12 | শৈশব থেকে আমি নানার সাথে বাস করছি। | Since my childhood, I have been living with my grandfather | From an early age staying with grandad | 3rd person/with a question mark/future tense | 1 |
| | শহরের কাছাকাছি একটি এলাকায় | in an area near the city. | nearby the city | abroad | 1 |
| | এখানে বসবাস করা আমি উপভোগ করি | I enjoy living here | I quite like living here | wrong time frame | 1 |
| | কারণ এখানে শহরের কোলাহল নেই, এমনকি কোনো দূষণও নেই। | as there is no city noise, not even pollution here. | there is no noise nor pollution here as in urban areas. | do not think about it | 1 |
| | তবে আশেপাশের লোকজন কিংবা স্কুলের সহপাঠীদের কাউকে চিনতাম না বলে | However, I didn't know the locals nor any of my classmates. | Due to not knowing people and friends around | wrong tense/no opinion | 1 |
| | প্রথমদিকে আমার বেশ অসুবিধা হয়েছিলো। | So, initially I had a hard time. | I had difficulty/problems at the start/beginning. | wrong tense | 1 |
| | যাইহোক, আমি সিদ্ধান্ত নিয়েছি যে শহরে যাবো। | Anyway, I have decided to go to a city | I have taken the decision to leave this suburb | wrong time frame | 1 |
| | স্কুল শেষ করে | after finishing school | after completing school | earn fame | 1 |
| | এবং কলেজে লেখাপড়ার সাথে একটি চাকরীও খুঁজবো। | and I will also find a job there alongside my studies at college. | I will find work and continue my college studies. | wrong person/ wrong tense | 1 |

Total marks = 60