



GCSE
BENGALI
8638/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2020

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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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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 'স' for সত্য 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.

Qu	Accept	Mark
01.1	T	1

Qu	Accept	Mark
01.2	F	1

Qu	Accept	Mark
01.3	F	1

Qu	Accept	Mark
01.4	T	1

Qu	Accept	Mark
01.5	T	1

Qu	Accept	Mark
01.6	NM	1

Qu	Accept	Mark
01.7	F	1

Qu	Key idea	Accept	Reject	Mark
02.1	Eating out/having a party/birthday party at home(anyone)	Having a dinner at a restaurant, birthday party, spending time with his friends	Going out (on its own)	1

Qu	Key idea	Accept	Reject	Mark
02.2	The restaurant was full/no space to eat there/his reservation was lost/ came back home with empty stomach/terrible food/lost his house key (any two)	Was not able to eat/they could not get a table/ restaurant was crowded//food in next-door restaurant was worse/not tasty/lost keys (any two)	No food cooked at home/restaurant reservation was cancelled	2

Qu	Key idea	Accept	Reject	Mark
02.3	She got into the house through the window (to open the door).	Friend climbed through window to open the door	His friend banged/broke the window and was caught.	1
Qu	Key idea	Accept	Reject	Mark
02.4	(They) thought they were burglars and called the police	Neighbour thought it was a burglar/ She called the police	Police came and caught his friend	1

Qu	Accept	Mark
03.1	L	1

Qu	Accept	Mark
03.2	A	1

Qu	Accept	Mark
03.3	K	1

Qu	Accept	Mark
03.4	L	1

Qu	Accept	Mark
03.5	A	2

Qu	Accept	Mark
04.1	B	1

Qu	Accept	Mark
04.2	A	1

Qu	Accept	Mark
04.3	C	1

Qu	Accept	Mark
04.4	B	1

Qu	Accept	Mark
04.5	C	1

Qu	Accept	Mark
05.1	P	1

Qu	Accept	Mark
05.2	N	1

Qu	Accept	Mark
05.3	P+N	1

Qu	Accept	Mark
05.4	N	1

Qu	Key idea	Accept	Reject	Mark
06.1	Important information cannot always be exchanged	Cannot send lots of information/240-word limit	Making calls	1

Qu	Key idea	Accept	Reject	Mark
06.2	Accounts are safe/users decide who and what to share (anyone)	Secure/privacy maintained	Shared	1

Qu	Key idea	Accept	Reject	Mark
06.3	People get addicted/cannot socialise/ social life is hampered (anyone)	Too much use makes people isolated and addicted	Making more friends	1

Qu	Key idea	Accept	Reject	Mark
07.1	She is charity minded/charitable	She often gives/donates to charity	Does not do any charity	1

Qu	Key idea	Accept	Reject	Mark
07.2	She does not understand the teacher	Teacher's instructions are difficult/she can't follow the teacher's instructions	Lessons are boring	1

Qu	Key idea	Accept	Reject	Mark
07.3	She does not panic (if she loses her mobile phone)	She stays calm/does not worry	Anxious	1

Qu	Key idea	Accept	Reject	Mark
07.4	Her relationship with parents is friendly	(They have a) caring/good relationship	Unfriendly/hostile/boring	1

Qu	Accept	Mark
08.1	C	1

Qu	Accept	Mark
08.2	B	1

Qu	Accept	Mark
08.3	C	1

Qu	Accept	Mark
08.4	A	1

Question	Name	Key ideas			Accept	Reject	Mark
		Before	Now	Later			
9	সোহেল		আগাছা/বাগান পরিষ্কার করে	বিপন্ন প্রাণীদের জীবন রক্ষা করতে সাহায্য করবে	পশুপাখিদের জীবন বাঁচাতে সাহায্য করবে	বন্য জানোয়ার	2
	বাবুল	কিছুই করেনি		বায়ু দূষণ কমাতে	হাইব্রিড গাড়ি চালাবে	বড়ো গাড়ি/কম গাড়ি চালাবে	2

Qu	Accept	Mark
10	B, D, F, G (in any order)	4

Qu	Key idea	Accept	Reject	Mark
11.1	শবনম			1

Qu	Key idea	Accept	Reject	Mark
11.3	তমাল			1
Qu	Key idea	Accept	Reject	Mark
11.2	অমল			1

Qu	Key idea	Accept	Reject	Mark
11.4	শবনম			1

Qu	Key idea	Accept	Reject	Mark
11.5	তমাল			1

Qu	Key idea	Accept	Reject	Mark
11.6	অমল			1

Qu		Key idea	Accept	Reject	Mark
12	আমরা পরিবারের সাথে ছুটি কাটাতে বাংলাদেশে নানাবাড়ি গিয়েছিলাম।	We went to our grandparent's house on holiday with family in Bangladesh.	To spend holiday with family	with friends	1
	নানা থাকেন বাংলাদেশের একটি গ্রামে।	My grandparent lives in the countryside in Bangladesh.	My granddad lives in a village	Uncle's house in the city	
	দুপুরে খাওয়ার সময় আমরা মেঝেতে একটা মাদুরে বসেছিলাম।	We sat on a mat on the floor at lunch time	floor mat	dining table	1
	খাবারের থালাগুলো আমাদের চারপাশে রাখা হলো।	The food plates were displayed around us.	Food was served around	Wrong tense	1
	সবাই ফুটবল খেলা দেখবে বলে টিভিটা চালানো হলো।	The TV was on as everybody wanted to watch the football match.	TV was switched on	radio	
	আমার ভাইয়ের দল গোল দিতে শুরু করলে	When my brother's team scored,	the houses surrounded by trees	rivers	1
	সে মাদুরের ওপর লাফাতে লাগলো।	He started jumping on the mat.	jumped	supporters	1
	ফলে খাবারের থালাগুলো ভেঙ্গে গেলো।	As a result, the food plates broke in pieces.	smashed	glass	1
	বাবা রেগে ভাইকে বললেন, 'খাওয়ার সময় আর কখনো টিভি দেখবে না।'	My father became angry and told my brother, "You will never be allowed to watch TV at mealtime."	Father said angrily	Without punctuation marks	1

Total marks = 60