
GCSE
BENGALI
8638/RF

Paper 3 Reading Foundation Tier

Mark scheme

June 2024

Version 1.0 Final



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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2024 AQA and its licensors. All rights reserved.

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	C (Playing music)	1

Question	Accept	Mark
01.2	F (Watching television)	1

Question	Accept	Mark
01.3	A (Going to the gym)	1

Question	Key idea	Accept	Reject	Mark
02.1	Flat	Apartment	House/mansion/village	1

Question	Key idea	Accept	Reject	Mark
02.2	Sister	Polly	Brother/father/mother/friend	1

Question	Key idea	Accept	Reject	Mark
02.3	Mother	Mum	Father/sister/brother/friend	1

Question	Key idea	Accept	Reject	Mark
02.4	Walking (together)	Walk	Running/jogging	1

Question	Accept	Mark
03.1	B, D B (Avoids sugary food) D (Eats plenty of vegetables)	2

Question	Accept	Mark
03.2	A, C A (Avoids fried food) C (Drinks plenty of water)	2

Question	Accept	Mark
04.1	P (past)	1

Question	Accept	Mark
04.2	N (now)	1

Question	Accept	Mark
04.3	P (past)	1

Question	Accept	Mark
04.4	F (future)	1

Question	Key idea	Accept	Reject	Mark
05.1	Advantage: Hot/tasty food	Advantage: Delicious food	Advantage: Snacks	2
	Disadvantage: Long queue/not allowed to buy food from outside (either one)	Disadvantage: Takes too long to have food/waste of time (either one)	Disadvantage: Prompt food service	

Question	Key idea	Accept	Reject	Mark
05.2	Advantage: Everyone feels equal/becomes friendly with classmates (either one)	Advantage: Increases equality/encourage friendship (either one)	Advantage: Inequality/no friends	2
	Disadvantage: Boring school uniform/make-up not allowed (either one)	Disadvantage: Must wear uniform everyday/sanctions on putting on/wearing make-up (either one)	Disadvantage: Non-uniform	

Question	Accept	Mark
06.1	F (false)	1

Question	Accept	Mark
06.2	T (true)	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	F (false)	1

Question	Accept	Mark
06.7	NT (not in the text)	1

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

Question	Accept	Mark
07.2	N (negative)	1

Question	Accept	Mark
07.3	P (positive)	1

Question	Key idea	Accept	Reject	Mark
08.1	Waste recycling competition	Recycling school waste	Cultural program	1

Question	Key idea	Accept	Reject	Mark
08.2	Kept in students' desk drawers	Left in students' personal storage	Sold	1

Question	Key idea	Accept	Reject	Mark
08.3	They (students) made a film on recycling and presented it in the school assembly	Projected/presented /showed the film in the school assembly	Students were discouraged from saving the environment	1

Question	Key idea	Accept	Reject	Mark
08.4	Each student (who deposited an old mobile) was rewarded with two free cinema tickets	Students got two free tickets in exchange for used mobiles/free cinema tickets	Students received new mobiles	1

Question	Accept	Mark
09	A, C, F (in any order) A (পার্ক) C (মোড়ের দোকান) F (সুইমিংপুল)	3

Question	Accept	Mark
10.1	F (দৌড়ানো)	1

Question	Accept	Mark
10.2	E (দেরি করা)	1

Question	Accept	Mark
10.3	D (জোরে কথা বলা)	1

Question	Accept	Mark
11	G, E, A, B (in this order) G (বিয়ে) E (ক্লাবে) A (আত্মীয়রা) B (আয়োজন)	4

Question	Accept	Mark
12.1	A (তিনি একজন চিত্রশিল্পী।)	1

Question	Accept	Mark
12.2	C (একটি বড়ো হোটেলো)	1

Question	Accept	Mark
12.3	B (বাঁশি বাজাচ্ছিলেন।)	1

Question	Accept	Mark
12.4	A (হাইড পার্কে ঘুরে বেড়ালেন।)	1

Question	Key idea	Accept	Reject	Mark
13.1	এখনকার স্কুলে সিক্সথ ফর্ম নেই	আরো লেখাপড়া চালিয়ে যেতে চায়	লেখাপড়া করতে চায় না	1

Question	Key idea	Accept	Reject	Mark
13.2	বাবার সাথে ব্যবসা করবে	ব্যবসা করে বড়োলোক হবে/অনেক টাকা আয় করবে	বাবা-মাকে দেখাশুনা করবে	1

Question	Key idea	Accept	Reject	Mark
13.3	দেশ-বিদেশ ঘুরে বেড়ানো	নতুন নতুন লোকজনের সাথে মেলামেশা করা/পরিচিত হওয়া	পরিবারের সাথে সময় কাটানো	1

Question	Key idea	Accept	Reject	Mark
13.4	লেখিকা হবে/বই অনুবাদ করবে	লেখালেখি করবে/অনুবাদিকা হবে	আমোদ করবে	1

Question		Key idea	Accept	Reject	Mark
14	আমার বন্ধু জামির	My friend Zamir	Zamir, my friend	cousin	1
	একজন জনপ্রিয় বেহালাবাদক।	is a popular violinist.	is a well-known violin player.	player	1
	প্রতি সপ্তাহান্তে আমি এবং আমার ভাই	Every weekend, my brother and I	On Saturdays and Sundays, me and my brother	Every day	1
	শহরের কেন্দ্রে যাই।	go to the city centre	go to the centre of the city	countryside	1
	জামিরের জলসা দেখতে এবং উপভোগ করতে	to watch and enjoy Zamir's concert.	in watching and enjoy the event.	to play sports	1
	তবে ঠাণ্ডা আবহাওয়ার কারণে	However, due to the cold weather	Due to the snow fall	hot weather	1
	গত ছুটিতে আমি বাইরে যাইনি।	I did not go out in the last vacation.	I was not able to go outside in the last holiday.	next holiday/wrong tense	1
	আগামী ছুটির সময় আমি	During the next vacation,	In the coming holiday,	last holiday/wrong tense	1
	বরং বার্ষিক পরীক্ষার প্রস্তুতিতে ব্যস্ত থাকবো।	I will be busy in preparation for the final examination.	I will be busy preparing for the yearly exams instead.	complete schoolwork/ wrong tense	1

Total marks = 60