



A-level
BENGALI
7637/1

Paper 1 Reading and Writing

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.

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	Key idea	Accept	Reject	Mark
01.1	The following or similar • (পরলোকগত) জমিদার বনমালীর একমাত্র মেয়ে	জমিদারের সুশিক্ষিতা / তরুণী / কন্যা	জমিদার পুত্র/ যুবক	1

Qu	Key idea	Accept	Reject	Mark
01.2	The following or similar • (ম্যানেজার রাসবিহারী) অভদ্র/অমার্জিত/কঠোর/দুর্দান্ত/অত্যাচারী ছিলেন	প্রতাপশালী ম্যানেজারের ব্যবহারে গ্রামবাসীরা খুব/ভীষণ দুঃখিত ছিলো	ম্যানেজারের ব্যবহারে তারা খুশি	1

Qu	Key idea	Accept	Reject	Mark
01.3	The following or similar • সে বিজয়ার বাবার বন্ধু জগদীশের ছেলে	সে একজন ডাক্তার	বিজয়ার বন্ধু	1

Qu	Key idea	Accept	Reject	Mark
01.4	Any two from the following or similar • পঁচিশ-ছাব্বিশ বছর বয়সী যুবক • গড়ন লম্বা, শুকনো • দেখতে ফর্সা • গৌফ-দাঁড়ি কামানো	প্রাপ্তবয়স্ক সংকোচহীন/সপ্রতিভ গায়ে জামা নেই/একটি চাদর জড়ানো	অল্প বয়সী, খাটো, মোটা, বাগড়াটে	2

Qu	Key idea	Accept	Reject	Mark
01.5	<p>The following or similar</p> <ul style="list-style-type: none"> গ্রামের দুর্গাপূজা বন্ধের আদেশ ফিরিয়ে নেওয়ার দাবী জানাতে 	গ্রামের দুর্গাপূজা বন্ধের নিষেধাজ্ঞা জারি তুলে নেওয়ার দাবী জানাতে	পূজার নিমন্ত্রণ দিতে	1
Qu	Key idea	Accept	Reject	Mark
01.6	<p>Any two from the following or similar</p> <ul style="list-style-type: none"> নরেনের আসল গুণের পরিচয় পেলো ধীরে ধীরে বিজয়া ও নরেন পরস্পরের গুণমুগ্ধ হলো প্রেমে পড়লো। 	তাদের মধ্যে ঘনিষ্ঠ সম্পর্ক গড়ে ওঠে	ঘণার সম্পর্ক গড়ে ওঠে	2

Summary question

Qu	Key idea	Accept	Reject	Mark
02	<p>Bullet 1</p> <p>The following or similar</p> <ul style="list-style-type: none"> এতে জাল ভোট দেওয়ার / ভোট কারচুপির সুযোগ নেই এর মাধ্যমে ভোটদানে নিরাপত্তা / নিরপেক্ষতা বজায় রাখা সম্ভব 	<p>ব্যালট বাক্স ছিনতাই করার সুযোগ নেই</p> <p>প্রোগ্রামিং বদল করার উপায় নেই</p>	<p>ছিনতাই / মারামারি হয়</p> <p>ভোট মেশিন চুরি হয়</p>	2
	<p>Bullet 2</p> <p>Any two from the following or similar</p> <ul style="list-style-type: none"> রাজনৈতিক দলগুলোর মধ্যে আস্থার অভাব ভোটকেন্দ্রে রাজনৈতিক নেতাদের প্রভাব আঙুলের ছাপ না মিললে ভোট গ্রহণে বিলম্ব 	<p>রাজনৈতিক কোন্দল</p> <p>দলনেতাদের উপস্থিতি</p> <p>ভোটাধিকারের সুরক্ষা অনিশ্চিত</p>	<p>নির্বাচন নিয়ে</p> <p>রাজনৈতিক ঐক্যমত / সময়মতো ভোট দান</p>	2

	<p>Bullet 3</p> <p>Any three from the following or similar</p> <ul style="list-style-type: none"> এটা আগে ব্যবহৃত মেশিনের তুলনায় সম্পূর্ণ নতুন ও ভিন্ন প্রযুক্তিতে উদ্ভাবন করা হয়েছে ভোটারের আঙুলের ছাপ পেলে তবেই এই মেশিন কার্যকরী হয় দুর্নীতির প্রচেষ্টা বিফল হয় নির্বাচনে তরুণ প্রজন্মের ভোটাধিকার নিশ্চিত করে /জনগণের যোগ্য নেতৃত্ব প্রতিষ্ঠায় (ইভিএম) বিশেষ ভূমিকা রাখে 	<p>আধুনিক প্রযুক্তিসম্পন্ন উদ্ভাবিত/ আগে ব্যবহার করা মেশিনের চাইতে ভিন্ন</p> <p>সঠিক আঙুলের ছোঁয়া পেলে মেশিন খোলে</p> <p>এই ব্যবস্থায় ভোট দিলে দুর্নীতি বন্ধ হয়</p> <p>দেশের তরুণ সমাজকে নির্বাচনে অংশ নিতে / যোগ্য জননেতা নির্বাচনে বিশেষ সহায়ক</p>	<p>অসফল হওয়া</p> <p>নকল করা</p> <p>মেশিনের মাধ্যমে দুর্নীতি হয়</p> <p>জনগণকে ভোট না দিতে সাহায্য করে</p>	<p>3</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. A '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 and 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 tasks
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.

Qu	Accept	Mark	Notes
03.1	স = সত্য	1	

Qu	Accept	Mark	Notes
03.2	মি = মিথ্যা	1	

Qu	Accept	Mark	Notes
03.3	স = সত্য	1	

Qu	Accept	Mark	Notes
03.4	? = উল্লেখ নেই	1	

Qu	Accept	Mark	Notes
03.5	স = সত্য	1	

Qu	Accept	Mark	Notes
03.6	? = উল্লেখ নেই	1	

Qu	Accept	Mark	Notes
03.7	স = সত্য	1	

Qu	Key idea	Accept	Reject	Mark
04.1	<p>The following or similar</p> <ul style="list-style-type: none"> মানুষের জীবনে নানানভাবে প্রভাব খাটায় <p>+</p> <p>সামাজিকতা রক্ষায় একে অপরের সাথে যোগাযোগের কাজ সহজসাধ্য করে</p>	<p>লোকজনকে বাস্তব জীবনের বিভিন্ন ক্ষেত্রে প্রভাবিত করে</p> <p>আমাদের সামাজিক জীবনে একে অপরের সাথে যোগাযোগ অনেক সহজ করে</p>	<p>মানুষের জন্য অপকারি</p> <p>মেলামেশা বন্ধ করে</p>	<p>1</p> <p>+</p> <p>1</p> <p>=</p> <p>2</p>

Qu	Key idea	Accept	Reject	Mark
04.2	<p>Any two from the following or similar</p> <ul style="list-style-type: none"> নিজেদের চারপাশের/ সারাদেশের/ বিশ্বের ঘটনাবলীর তাৎক্ষণিক খবর পাওয়া যায় জ্ঞান অর্জনের উদ্দেশ্যে প্রয়োজনীয় তথ্যাদি সংগ্রহ সহজলভ্য হয় নিজস্ব পরিচিতি ও বিভিন্ন বিষয়ে মতপ্রকাশের জন্য অনলাইনে (সামাজিক) নেটওয়ার্ক গড়ে তোলার সহায়ক 	<p>ইন্টারনেটের বদৌলতে প্রয়োজনীয় তথ্য প্রাপ্তি</p> <p>জ্ঞানলাভের উদ্দেশ্যে তথ্য সংগ্রহ নেটওয়ার্কের মাধ্যমে আলোচনা ও সমালোচনার নেটওয়ার্ক করা</p>	<p>গুজব ছড়ায়</p> <p>অদরকারি বিষয়ে তথ্য বন্ধু খোঁজার নেটওয়ার্ক করে</p>	2

Qu	Key idea	Accept	Reject	Mark
04.3	<p>Any two from the following or similar</p> <ul style="list-style-type: none"> প্রযুক্তির অপব্যবহার ও এর আসক্তিতে তরুণরা / অপ্ৰাপ্তবয়স্করা ভীষণভাবে ঝুঁকি পড়ে লেখাপড়ার/ক্যারিয়ার গড়ার মূল্যবান সময়ের অপচয় হয় তাদের জ্ঞান চর্চা / মেধার বিকাশ বিঘ্নিত হচ্ছে ডিজিটাল হয়রানির শিকার হয়ে তারা মানসিক সমস্যায় ভুগছে 	<p>সামাজিক মাধ্যম ব্যবহারে অল্পবয়সসীরা আসক্ত হচ্ছে</p> <p>এতে তাদের লেখাপড়ার সময় নষ্ট হচ্ছে</p> <p>তাদের বুদ্ধি /মেধার বিকাশ হচ্ছে না</p>	<p>ঘরে ঘরে রয়েছে ইন্টারনেট</p>	2

Qu	Key idea	Accept	Reject	Mark
04.4	<p>Any two from the following or similar</p> <ul style="list-style-type: none"> সাইবার হয়রানি বন্ধ করার জন্য নীতিমালা প্রণয়ন করা সামাজিক মাধ্যম ব্যবহারের সুনির্দিষ্ট একটি সময় নির্ধারণ করা এর ব্যবহারে তাদের আত্ম-সচেতনতা ও নৈতিক মূল্যবোধ বৃদ্ধি করা শারীরিক ও মানসিক দিক দিয়ে বেড়ে ওঠার জন্য উদ্ভাবনীমূলক /সৃজনশীল কাজকর্মে তরুণদের উৎসাহিত করা 	<ul style="list-style-type: none"> - সামাজিক মাধ্যমে অপরাধমূলক কাজ বন্ধ করা - প্রযুক্তি ব্যবহারে একটি নির্দিষ্ট সময়সূচি করা - এর ব্যবহার সম্বন্ধে তরুণদের সচেতন করা/নৈতিক মূল্যবোধ জাগানো - সৃজনশীল কাজে যোগ দিতে তরুণদের উৎসাহ দেওয়া 	<ul style="list-style-type: none"> ইন্টারনেটে কাজ করা অনলাইনে সময় কাটানো সামাজিক মাধ্যম ব্যবহারের মূল্য দেওয়া তরুণদের বাধা দেওয়া 	2

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	বাংলাদেশ	Bangladesh is	country
2	বিশ্বের শীর্ষস্থানীয় চা রপ্তানিকারক দেশগুলোর মধ্যে একটি।	one of the leading tea exporting countries in the world.	Import tea
3	চা শিল্পে	In the tea industry	garment industry
4	নারী শ্রমিকদের অবদান উল্লেখযোগ্য।	the contribution of women /female workers' is remarkable.	dominated by male workers
5	তারা দীর্ঘ সময় কাজ করে	They work long hours	couple of hours
6	শারীরিক পরিশ্রমের	of physical work	claver work
7	খুব কম পারিশ্রমিক পায়	for very low pay	for high pay
8	এবং চরম দারিদ্র্য ও কষ্টের সাথে জীবনযাপন করে।	and live in extreme poverty and hardship.	live a luxurious life
9	এসব শ্রমিকদের পাওয়া উচিত	These workers should get	employer

10	খাদ্য, বস্ত্র, বাসস্থান, শিক্ষা, স্বাস্থ্যসহ মৌলিক অধিকার।	basic rights including food, clothing, shelter, education, and health.	personal right
11	তবে বেশিরভাগ ক্ষেত্রে	However, in most cases,	rarely
12	দেশের বিভিন্ন এলাকার চা-শ্রমিকদের এসব অধিকার বাস্তবায়নের লক্ষ্যে উদ্যোগ নিতে	in taking the initiative to implement these rights of tea workers in different areas of the country	ban the labour rights
13	উর্ধ্বতন কর্তৃপক্ষকে দেখা গেছে উদাসীন।	higher authorities have been seen to be reluctant.	employees
14	বাঙালি সমাজে চা শ্রমিকরা দীর্ঘদিন ধরে	Tea workers in Bengali society have long been	Tea workers abroad
15	তাদের কষ্টার্জিত দৈনিক আয় বাড়ানোর দাবি জানিয়ে আসছে।	demanding an increase in their hard-earned daily income	demanding a bonus
16	অন্যান্য খাতের শ্রমিকদের রোজগারের সাথে সামঞ্জস্যপূর্ণ করতে	to bring it into line with the earnings of workers in other sectors.	higher wages
17	সম্প্রতি এসব শ্রমিকরা	Recently, these workers	In the future
18	কাজে যোগ না দিয়ে /ধর্মঘট করে	went on strike	will strike
19	সরকারের কাছে তাদের দাবি জানিয়েছিলো	to express their demands to the government	ask money to the employer
20	কিন্তু তাদের দাবী মেনে নেওয়া হয়নি।	but their demands were not met.	demand will be fulfilled

[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	AO2
9–10	Very good evaluation of the research topic 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.
7–8	Good evaluation of the research topic 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.
5–6	Reasonable evaluation of the research topic 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.
3–4	Limited evaluation of the research topic 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.
1–2	Very limited evaluation of the research topic 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.
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 AO4.

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

AO3	
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 and 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

Research project essay		AO4
Mark	Descriptors	
17–20	<p>Excellent critical and analytical response 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>Good critical and analytical response 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>Reasonable critical and analytical response 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>Limited critical and analytical response 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>Very limited critical and analytical response 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	The student produces nothing worthy of credit in response to the question.	

0 6

Research topic: The role of women in Bengali society

Subtopic: Women empowerment in the development of rural economy [40 marks]

Indicative content

The indicative content is neither prescriptive nor exhaustive.

- The implementation of equal rights amongst male and female in Bengali society (AO2).
- Women empowering themselves as entrepreneurs breaking the traditional barrier (AO2).
- Initiatives taken by women in entering the world of business (AO2).
- Impact of women entrepreneurs in promoting trade and commerce worldwide (AO2).
- Training requirements for women to succeed in business enterprise (AO2).

Additional points of indicative content

- Women breaking their domestic confinement and step into the world of work.
- A journey of women in becoming successful businesswomen.
- Gain of innovative and creative activities and women determination in stablishing business.
- Thoughts on women empowerment with reference to some role models.
- Formal recognition of women success in the wider community.
- The limits of women's equality

0 7

Research topic: Child labour in Bengali society

Subtopic: Street children in Bangladesh

[40 marks]

Indicative content

The indicative content is neither prescriptive nor exhaustive.

- Background of child labour in Bengali society (AO2).
- The reasons which compel children becoming child labourers (AO2).
- Types of work where many child labourers are employed (AO2).
- Government initiatives to eradicate child labour (AO2).
- Initiatives to take child labourers back to formal education (AO2).

Additional points of indicative content

- Peoples' perspective about child labourers in Bengali-speaking societies.
- Age range and lack of education amongst the child labourers.
- The focus of the world summit impacting child labour.
- The constitutional legislation and action taken in safeguarding child labours.
- Need of government initiative towards underprivileged children to bring them back to the mainstream society.

0 8**Research topic: Tourism in Bengali-speaking countries****Subtopic: Promoting Bangladesh as a food gastronomy destination****[40 marks]****Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- The reasons behind world-wide fame being achieved by Bengali traditional cuisine (AO2).
- Factors influenced world tourists visit Bengal before the partition of India (AO2).
- Role of Bangladeshi food gastronomy in stablishing a global culture (AO2).
- Ways food gastronomy can contribute to the national economic development (AO2).
- Initiatives taken towards promoting Bangladesh an Ideal destination for food gastronomy (AO2).

Additional points of indicative content

- The impacts of climate change and geographical factors in diversifying food in Bengal.
- Geographical factors impacting the popularities of Bengali food items.
- The reason behind holding the title of ‘Bhate Maache Bengalis’ country.
- Role of food gastronomy in the evolution of tourism culture.
- Impact of food gastronomy in preserving local heritage in Bengali society.

0 9**Research topic: Emergence of Bangladesh****Subtopic: Half a century of Bangladeshi independence****[40 marks]****Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- The significance of 21st February in the life of Bengalis around the world (AO2).
- Background of language movement held in 1952 (AO2).
- The reasons behind not materialising the aspirations of the people of East Pakistan (AO2).
- Factors associated with the demand to establish Bengali as the national language (AO2).
- Impact of the language movement to the struggle of Bangladesh independence in 1971 (AO2).

Additional points of indicative content

- The reasons for remembrance of ‘Amar ekushe’ at home and away.
- Activities organised to mark and observe 21st February.
- Comparability on the happenings in 1948 and 1952.
- Reactions of the ruling party against the language movement.
- Aspiration in stablishing ‘Bangla’ as the state language of Bengalis in East Pakistan.