



A-level BENGALI 7637/1

Paper 1 Reading and Writing

Mark scheme

June 2025

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

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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 বই হাতে নিয়ে তিনতলায় / যাচ্ছিলো + নিরিবিলিতে বই পড়ার জন্য	ভালো ছেলের মতো / ওপরে উঠছিলো + নির্জনে/ চুপচাপ বসে বই পড়ার জন্য	তিনতলা থেকে নিচে নামছিলো আকাশ দেখার জন্য	2

Qu	Key idea	Accept	Reject	Mark
01.2	The following or similar • বড়ো ভাই আর ছোটো ভাই / ভাই-ভাই	ভোলা গোপালের ছোটো ভাই / ওরা দুই ভাই	দুই বোন	1

Qu	Key idea	Accept	Reject	Mark
01.3	The following or similar • ভোলার বিভিন্ন প্রশ্নের কারণে পত্রিকা/ খবরের কাগজ পড়তে পারছিলেন না	কাগজ পড়ায় তাঁর বিঘ্ন হচ্ছিলো	বই পড়ায় আনন্দ হলো	1

Qu	Key idea	Accept	Reject	Mark
01.4	The following or similar • ভোলা গোপালের মতো /পড়া বাদ দিয়ে ঘুড়ি বানাতে পারবে বলে	রঙিন কাগজ ও কাঠিতে আঠা লাগিয়ে ঘুড়ি তৈরি করবে বলে	কাগজ কাটাকুটি করবে বলে	1

Qu	Key idea	Accept	Reject	Mark
01.5	Any two from the following or similar - আস্তু আস্তু তিনতলায় উঠলেন - উঁকি দিয়ে গোপালকে (পড়া বাদ দিয়ে) ঘুড়ি বানাতে দেখলেন - টেবিলে পড়ে থাকা /গোপালের বইগুলো নিয়ে নিচে নামলেন	নিঃশব্দে সিঁড়ি দিয়ে ওপরে গেলেন দেখলেন জানালার সামনে বসে গোপাল ঘুড়ি বানাচ্ছে বই হাতে নিয়ে সাবধানে নিচে নেমে এলেন	গোপালকে নিচে নিয়ে এলেন	2

Qu	Key idea	Accept	Reject	Mark
01.6	The following or similar গোপালের ছুটি শেষ না হওয়া পর্যন্ত মামা ঘুড়ি বানানোর সরঞ্জাম/ জিনিসপত্র নিজের কাছে রেখে দিলেন।	ছুটির বাকি দিনগুলোতে গোপালের ঘুড়ি বানানো বন্ধ করলেন	গোপালকে ডেকে আদর করলেন	1

Summary question

Qu	Key idea	Accept	Reject	Mark
02	Bullet 1 The following or similar - ছাত্রছাত্রীদের শিখনের ক্ষয়ক্ষতি পরিমাণ শনাক্ত করে শিক্ষা মন্ত্রণালয়কে ধাপে ধাপে স্কুলগুলো খুলে দেওয়ার পক্ষে কথা বলা - সিলেবাসটা কমিয়ে এনে শিক্ষার্থীদের দ্রুত ক্লাসে ফেরানোর তাগিদ দেওয়া	ছেলে-মেয়ে ও গ্রাম-শহরের শিখন পদ্ধতিতে বৈষম্য কমানো মুখোমুখি শিক্ষালাভে ছাত্রছাত্রীদের শিখন ক্ষতি পূরণ করা	ছেলেমেয়েদের মধ্যে ভেদাভেদ করা সিলেবাস শেষ করা	2

	Bullet 2 The following or similar - বাংলা, ইংরেজি ও গণিত বিষয়ে সব শিক্ষার্থীদের পরীক্ষা নেওয়া হয় - সারাদেশে গণশিক্ষার সুযোগ নিশ্চিত করার উদ্দেশ্যে শিক্ষক, অভিভাবক ও ছাত্রছাত্রীদের মতামত নেওয়া হয়	জরিপের ভিত্তিতে ছাত্রছাত্রীদের অঙ্ক ও ইংরেজিতে অন্যান্য বিষয়ের তুলনায় খারাপ ফলাফল উঠে আসে কোচিং ও গাইড বইয়ের ওপর শিক্ষার্থীদের নির্ভরতার তথ্যও পাওয়া যায়	ছেলেমেয়েরা অঙ্ক ও ইংরেজিতে ভালো করেছে গণশিক্ষার কোনো সুযোগ নেই	2
	Bullet 3 The following or similar - বর্তমান সরকার বাস্তবধর্মী একটি নতুন শিক্ষাক্রম চালুর উদ্দেশ্যে শিক্ষাখাতে বিনিয়োগ বৃদ্ধি করেছে। - এই শিক্ষাক্রমে পরীক্ষানির্ভর জ্ঞানলাভের উর্দে ব্যবহারিক শিক্ষা /কাজের সাথে জড়িত শিক্ষা / জীবন চলার দক্ষতালাভের সুযোগ রয়েছে। - শিক্ষকদের এই বাস্তবধর্মী পাঠক্রম বাস্তবায়নে বিশেষভাবে প্রশিক্ষণ দেওয়া হয়েছে	সরকারি বিনিয়োগ বাড়িয়ে সব স্তরের শিক্ষার্থীদের জন্য একটি শিক্ষা পাঠক্রম চালু করা হয়েছে পুঁথিগত জ্ঞানের বাইরে হাতে-কলমে ও কাজের সাথে জড়িত শিক্ষা/ লাইফ স্কিল শেখার সুযোগ আছে এই বিষয়ে অনেক শিক্ষক বিশেষভাবে ট্রেনিংপ্রাপ্ত হয়েছে	বিশেষ স্তরের জন্য বই বিতরণ করেছে পুঁথিগত জ্ঞানলাভের সুযোগ আছে শিক্ষকদের কোনো ট্রেনিং দেওয়া হয়নি	3

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	মি = মিথ্যা	1	

Qu	Accept	Mark	Notes
03.5	স = সত্য	1	

Qu	Accept	Mark	Notes
03.6	? = লেখায় নেই	1	

Qu	Accept	Mark	Notes
03.7	স = সত্য	1	

Qu	Key idea	Accept	Reject	Mark
04.1	The following or similar আধুনিক প্রযুক্তি ব্যবহার করে দেশের শিক্ষা / স্বাস্থ্য / কর্মসংস্থান / এবং দারিদ্র্য কমানোর ব্যবস্থা করা। + ডিজিটাল বাংলাদেশ গড়ার জন্য চারটি সুনির্দিষ্ট বিষয় যেমন, মানব সম্পদ উন্নয়ন / জনগণের সম্পৃক্ততা/সিভিল সার্ভিস এবং দৈনন্দিন জীবনে তথ্যপ্রযুক্তির ব্যবহার নিশ্চিত করা	আধুনিক প্রযুক্তির ব্যবহার লোকজনকে বাস্তব জীবনের বিভিন্ন ক্ষেত্রে প্রভাবিত করে সরকারি চারটি বিষয়ের সুষ্ঠু বাস্তবায়ন নিশ্চিত করা সরকারের দায়িত্ব	প্রযুক্তির ব্যবহার লোকজনের জন্য ক্ষতিকর তথ্যপ্রযুক্তির অপব্যবহার নিশ্চিত করা	1 + 1 = 2

Qu	Key idea	Accept	Reject	Mark
04.2	The following or similar - দেশের সব নাগরিকের জন্য যে জাতীয় পরিচয়পত্র / ন্যাশনাল আইডি চালু করা হয়েছে সেটা সম্পূর্ণ প্রযুক্তিনির্ভর / উন্নত দেশগুলোর সমতুল্য - প্রযুক্তিনির্ভর জাতীয় পরিচয়পত্রের কারণে এর গ্রহণযোগ্যতা শুধু দেশের ভেতরেই নয়, দেশের বাইরেও রয়েছে	কিছু উন্নত বিশ্বের মতো দেশের সর্বত্র প্রযুক্তির প্রসার করা ঘরেবাইরে এর গ্রহণযোগ্যতা	মিথ্যা আইডি চালু করা অন্যান্য দেশে এই আইডি গ্রহণযোগ্য নয়	2

Qu	Key idea	Accept	Reject	Mark
04.3	The following or similar - প্রত্যেকটি ব্যাংক আলাদাভাবে / নিজেদের চাহিদামতো প্রযুক্তির ভিন্ন / অসম ব্যবহার করে - আন্তর্জাতিক বেশ কয়েকটি ব্যাংক দেশের ব্যাংকগুলোর সঙ্গে সম্পর্ক ছিন্ন করেছে	(সম্পূর্ণ প্রযুক্তিনির্ভর না হওয়ায়) দেশি ব্যাংকগুলো সমানভাবে প্রযুক্তির ব্যবহার করে না/ পিছিয়ে আছে বিদেশি কিছু ব্যাংক দেশের কয়েকটি ব্যাংকের সাথে ব্যবসায়িক সম্পর্ক ছিন্ন করেছে	ব্যাংকগুলোতে প্রযুক্তির ব্যবহার হয় না ব্যাংকিং আর্থিক লেনদেন ব্যবস্থা অনেক উন্নত	2

		আসল/দেশের ডিজিটাল ব্যাংকিং থেকে এদের আর্থিক লেনদেন পিছিয়ে আছে		
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Qu	Key idea	Accept	Reject	Mark
04.4	The following or similar - ডিজিটাল বাংলাদেশকে এগিয়ে নেওয়ার উদ্যোগে প্রযুক্তি ব্যবহারে অনেক উন্নত হতে হবে। - সেই উদ্যোগ সফল করার জন্য স্মার্ট বাংলাদেশের মূল ভিত্তিগুলো বাস্তবায়ন গুরুত্বপূর্ণ।	উন্নয়ন খাতে আধুনিক/ প্রগতিশীল প্রযুক্তির বাস্তবায়ন করা দরকার স্মার্ট সিটিজেন গড়ে তোলা স্মার্ট ইকনোমির প্রণয়ন	ডিজিটাল বাংলাদেশ করা স্মার্ট ঘড়ি/ফোন ব্যবহার করা	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	উচ্চশিক্ষার টিউশন ফি-তে	on higher education tuition fees.	Education
2	সরকারি কর আরোপের সিদ্ধান্তের বিরুদ্ধে	against the government's decision to impose tax,	Supporting the government's decision
3	মেডিক্যাল ও ইঞ্জিনিয়ারিং বিশ্ববিদ্যালয়সহ বেসরকারি বিশ্ববিদ্যালয়ের হাজার হাজার শিক্ষার্থী	thousands of students from private universities including medical and engineering universities	Teachers
4	প্রতিবাদ করছে।	are protesting.	Making fun
5	সারাদেশে ছাত্রছাত্রীরা	Students across the country	Teachers of main cities
6	লাগাতার আন্দোলনে রাজপথে নেমেছে।	have taken to the streets in a continuous movement.	Came down to the office
7	দরিদ্র ও নিম্ন-মধ্যবিত্ত পরিবারের অনেক শিক্ষার্থী আশঙ্কা করছে	Many students from the poor and lower-middle class families fear that	Teacher belongs to upper class society

8	তাদের টিউশন ফি-র ওপর	on their tuition fees	On their salary
9	এই মূল্য সংযোজন কর ৭.৫ শতাংশ বৃদ্ধিতে	an increase in value added tax by 7.5 percent	Reduced salary
10	তাদের পরিবারের ওপর বড়ো বোঝা ফেলবে।	will put a huge burden on their families.	Will influence
11	দেশজুড়ে এসব পরিবার	These families across the country	Employer
12	তাদের সন্তানদের শিক্ষিত করে তুলতে	to educate their children.	Stop education
13	প্রচুর কষ্টের জীবন কাটায়।	go through a lot of hardship.	Comforts
14	এই বাড়তি করসহ	With this additional tax,	Extra money
15	তাদের সন্তানদের লেখাপড়ার খরচ জোগাতে	of paying for their children's education.	For themselves
16	বেশিরভাগ অভিভাবকই অসহায় ও অসমর্থ হবেন।	most parents will be helpless and incapable	Some teachers will benefit
17	বিক্ষোভরত কয়েকজন ছাত্রনেতা	Some of the protesting student leaders	Some of the employees
18	গণমাধ্যমের সাথে এক সাক্ষাৎকারে	in an interview with the media,	Are fighting with media
19	বলে, “আমরা উচ্চশিক্ষার ওপর থেকে সম্পূর্ণ কর প্রত্যাহার চাই	said, “We want total withdrawal of taxes on higher education	Demanding their full salary
20	কারণ শিক্ষা কোনো বাণিজ্যিক পণ্য নয়।”	because education is not a commercial product.”	For doing business

[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	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.	
13–16	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.	
9–12	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.	
5–8	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.	
1–4	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.	
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 Bangladesh****[40 marks]****Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- The emergence of women's status in Bengali society (AO2).
- Women's participation and achievements in the political and economic sectors (AO2).
- The Prime Minister's initiatives in making the work environment women friendly (AO2).
- Impact of current government's multi-faceted law on women from all walks of life in society (AO2).
- The implementation of the women empowerment qualities (AO2).

Additional points of indicative content

- Women's assertive and decision-making roles in improving their position in family and society.
- Government initiatives in ensuring full participation of women in education.
- Gain of women's empowerment in the garments industry and in establishing equal opportunity in business.
- Facilitating financial help to women facing obstacles in various circumstances.
- Formal recognition of women's success in the wider community.

0 7**Research topic: Child labour in Bengali society****Subtopic: Child Labour: Current situation and challenges faced by Government****[40 marks]****Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- A synoptic picture of child labour as displayed in Bengali society
- The main reasons for students to turn to child labour (AO2).
- The impact of the dropout of young students in the national development of Bangladesh
- Parental impact of encouraging child labour during the school closure (AO2).
- The beneficiaries of government's scheme for free education of children (AO2).

Additional points of indicative content

- Government perspective to eradicate hazardous child labour in Bengali-speaking societies.
- Governments facing challenges due to the growth of child labour.
- The negative effect of the child labour on the national education system.
- Alternative ways to develop industries and business by eliminating child labour.
- Recent policies and formulation of a programme as a way out of child labour.

0	8
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Research topic: Tourism in Bengali-speaking countries**Subtopic: Tourism Industry in Bangladesh: Prospects****[40 marks]****Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- The impact of tourism in developing the world economy (AO2).
- Different tourist spots in Bangladesh attracting tourists at home and away (AO2).
- Possible ways to further develop the tourism industry in Bangladesh (AO2).
- Recent planning of Bangladesh government in attracting world tourists (AO2).
- Role of tourism industry with proper implementation in the socio-economic development of Bangladesh (AO2).

Additional points of indicative content

- A review of the potential of extending the tourism industry within Bangladesh.
- A review of the traditional and historical tourist spots in Bangladesh.
- Tourism impacting the life and livelihood of people around the tourist spots.
- Types of possible tourist activities while being by the natural beauties in Bangladesh.
- Government's future plans to extend tourist attractions in Bengali society.

0	9
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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 immediate impact of the liberation war of 1971 around the world (AO2).
- Background events of the liberation war since 1947 (AO2).
- The factors caused regional disparity between East and West Pakistan (AO2).
- The mission of the Bengali people at the emergence of Bangladesh (AO2).
- Importance of awareness in promoting the correct history of the liberation war amongst the new generation (AO2).

Additional points of indicative content

- Nine months struggle to liberate Bangladesh.
- Freedom fighters and their heroic contributions towards the achievement of the liberation war.
- Governments' action plans and implementation post liberation war.
- Importance of inspiring the young generation about the liberation war in Bangladesh.
- Our duties and responsibilities to achieve the goal to establish Sonar Bangla.