
A-level
BENGALI
7637/1

Paper 1 Reading and Writing

Mark scheme

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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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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 • বাবা ও মেয়ে	পিতা ও কন্যা/পুত্রী/মিনি লেখকের মেয়ে	মা ও ছেলে	1

Qu	Key idea	Accept	Reject	Mark
01.2	The following or similar • মিনির নীরবতা/মৌনতা তাঁর কাছে অসহ্য লাগতো	মিনির চুপচাপ থাকা তাঁর সহ্য হতো না/মিনির প্রশ্নের জবাব দিতে তিনি ব্যস্ত/উৎসুক থাকতেন	মিনির সাথে খেলাধুলা করতেন	1

Qu	Key idea	Accept	Reject	Mark
01.3	The following or similar • মিনি/সে তার খেলা ছেড়ে জানালার দিতে দৌড়ালো	এক প্রশ্নের উত্তরের অপেক্ষা না করে অন্য প্রসঙ্গে চলে যায়/খেলায় মন না দিয়ে অন্যদিকে আকৃষ্ট হয়	স্থিরতা/ মনোযোগী	1

Qu	Key idea	Accept	Reject	Mark
01.4	Any two from the following or similar • সে ছিলো লম্বা আর তার মাথায় পাগড়ি • তার পরনে ছিলো ঢিলেঢালা/অপরিষ্কার কাপড় • তার কাঁধে ঝোলানো ছিলো একটি থলি • থলিতে ছিলো শুকনো ফলের বাস্ক	ময়লা/অপরিচ্ছন্ন পোশাক পরা ধীরে/হাসিমুখে চলমান পথিক	কেতাদুরস্ত ফিটফাট	2

Qu	Key idea	Accept	Reject	Mark
01.5	The following or similar • মিনি ভয় পেয়েছিলো • কাবুলিওয়ালার থলির মধ্যে আরও বাচ্চা আছে বলে তার বিশ্বাস ছিলো	ভীত হলো সে/মিনি কাবুলিওয়ালাকে একজন শিশু অপহরণকারী/ছেলেধরা বলে সন্দেহ করেছিলো	খুশি হলো বন্ধু হলো জোকার মনে করেছিলো	2

Qu	Key idea	Accept	Reject	Mark
01.6	The following or similar বাড়িতে ডেকে কিছু না কেনা ভালো দেখায় না	কাবুলিওয়ালাকে ডাকা হয়েছিলো	তাড়িয়ে দিয়েছিলো	1

Summary question

Qu	Key idea	Accept	Reject	Mark
02	Bullet 1 Any two from the following two or similar <ul style="list-style-type: none"> সৃষ্টিকর্তার দয়া পরিবারের সহযোগিতা মানুষের অমূল্য ভালোবাসা 	ওপরওয়ালার কৃপা অভিভাবকের ত্যাগ ভক্তদের অকৃত্রিম ভালোবাসা	গানে অতৃপ্তি মায়ের অসহযোগিতা লোকজনের হিংসা	2
	Bullet 2 The following or similar সেকালেঃ <ul style="list-style-type: none"> সংগীত পরিচালকদের সাথে গানের মহড়া অনেক সময় ধরে চলতো এবং রেকর্ডিং হতো মুখোমুখি একালেঃ <ul style="list-style-type: none"> কলা-কুশলীদের কাজের ধারা বদলে গেছে এবং গানের রেকর্ডিং তাৎক্ষণিক সম্পন্ন হচ্ছে 	গানের সৃষ্টি/রেকর্ডিং ছিলো সময়সাপেক্ষ ও মুখোমুখি ঝটপট করে গান সম্পূর্ণ হয়	কম সময়ে/দূরে বসে গান তৈরি হতো গান শেষ হয় না	1 1
	Bullet 3 The following three or similar <ul style="list-style-type: none"> নতুন প্রজন্মের শিল্পীদের সঠিক পথ নির্দেশনা/পরামর্শের প্রয়োজন অন্যান্য শিল্পীদের নকল না করে/ নিজেদের স্বকীয়তা বজায় রাখা দরকার সাধনা/চর্চা/পরিশ্রম দিয়ে প্রতিষ্ঠালাভ করা 	সফল হওয়ার জন্য অনুপ্রেরণার দরকার গানের রিমিক্স না করা গানের ভূবনে অধ্যবসায় দিয়ে লোকপ্রিয় হওয়া	অসফল হওয়া গান নকল করা গান গেয়ে ধনী হওয়া	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	মি = মিথ্যা	1	

Qu	Accept	Mark	Notes
03.2	স = সত্য	1	

Qu	Accept	Mark	Notes
03.3	? = উল্লেখ নেই	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	মি = মিথ্যা	1	

Qu	Accept	Mark	Notes
03.7	স = সত্য	1	

Qu	Key idea	Accept	Reject	Mark
04.1	The following or similar <ul style="list-style-type: none"> (বাংলাদেশের) শিক্ষা মন্ত্রণালয় + বিভিন্ন শিক্ষা পাঠ্যক্রমে ডিজিটাল পদ্ধতি কার্যকর করার উদ্দেশ্যে 	বাংলাদেশের শিক্ষামন্ত্রী ডিজিটাল উপায়ে পাঠ দেওয়ার জন্য	মন্ত্রী মেলামেশা করার জন্য ক্লাসরুমে/মুখোমুখি পাঠ	1 + 1 = 2

Qu	Key idea	Accept	Reject	Mark
04.2	Any two from the following or similar <ul style="list-style-type: none"> শিক্ষার্থীরা কম সময়ে ইন্টারনেটের মাধ্যমে প্রাপ্য সুযোগ-সুবিধা পাচ্ছে/দরকারি তথ্য জোগাড় করছে ঘরোয়া/স্বচ্ছন্দ পরিবেশে লেখাপড়ার সুযোগ পাচ্ছে শিক্ষার্থী ও শিক্ষকদের মধ্যে সুসম্পর্ক গড়ে উঠছে 	ইন্টারনেটের বদৌলতে প্রয়োজনীয় তথ্য পাচ্ছে ঘরে বসে পাঠ নিচ্ছে ছাত্র শিক্ষকের সম্পর্ক জোরদার হচ্ছে	ইন্টারনেট ব্যবহার করে না ঘরে বসে থাকছে টিচারের সাথে বাগড়া হচ্ছে	2

Qu	Key idea	Accept	Reject	Mark
04.3	The following two or similar <ul style="list-style-type: none"> (বাংলাদেশের) অনেক অঞ্চলে ইন্টারনেট সংযোগ নেই ইন্টারনেট/কম্পিউটার/মোবাইলের ব্যবহার অনেক ব্যয়সাপেক্ষ 	দেশের অনেক জায়গায় ইন্টারনেট গিয়ে পৌঁছায়নি/ইন্টারনেট ব্যবহারের সুবিধা নেই। ইন্টারনেট সার্ভিসের খরচ অনেক/অত্যধিক	ঘরে ঘরে রয়েছে ইন্টারনেট ইন্টারনেটের খরচ কম	2

Qu	Key idea	Accept	Reject	Mark
04.4	<p>Any two from the following or similar</p> <ul style="list-style-type: none"> দেশের সর্বত্র ইন্টারনেট সংযোগ পৌঁছানো গরিব ছাত্রছাত্রীদেরকে প্রয়োজনীয় সামগ্রী/আর্থিক সাহায্য দেওয়া শিক্ষকদের জন্য প্রযুক্তি প্রশিক্ষণের ব্যবস্থা করা/ (নিজেদের সন্তানের লেখাপড়ায় দৃষ্টি দিতে) অভিভাবকদের সচেতন করা 	<p>ইন্টারনেটের সুযোগসুবিধা/এর ব্যবহার সহজলভ্য করা</p> <p>গরিব শিক্ষার্থীদের টাকাপয়সা ও অন্যান্য দরকারি সামগ্রী দিয়ে সাহায্য করা</p> <p>শিক্ষকদেরকে ট্রেনিং দেওয়া /ছেলেমেয়েদের লেখাপড়ায় নজরদারির জন্য বাবা-মাদের সচেতন করা</p>	<p>ইন্টারনেট ব্যবহার না করা</p> <p>শিক্ষার্থীদের ট্রেনিং দেওয়া</p> <p>ছেলেমেয়েদের লেখাপড়া বন্ধ করা</p>	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	ঐতিহাসিক কাল থেকে	From historical times	At present
2	মানুষ অভ্যন্তরীণ স্থানান্তরকে বেছে নিয়েছে।	people have chosen internal migration	student immigrantes
3	জীবিকার তাগিদে ও ভালোভাবে বাঁচার স্বপ্নে,	to dream and realise/in pursuit of a better living,	to struggle with poverty
4	ও আসন্ন সংকট মোকাবেলার উপায় হিসেবে	and to cope with the impending crisis.	ongoing event
5	এক জরিপে দেখা যায়,	As shown in a survey,	newspaper article
6	এই অভ্যন্তরীণ স্থানান্তর বাংলাদেশের দরিদ্র মানুষদের জন্য নিরাপদ জীবনধারণের কৌশল।	this internal immigration is a safe livelihood strategy.	not a solution
7	ভূমিহীন ও নিরাশ্রয় এসব দরিদ্র মানুষের	These landless, and homeless poor people	landlords and rich people
8	উপকূলীয় গ্রামাঞ্চল থেকে	from coastal villages	from cities
9	শহর অভিমুখে যাওয়া বেড়ে চলেছে।	are increasingly moving towards cities.	tend to leave the country

10	এর কারণ প্রধানত জনসংখ্যা বৃদ্ধি,	The main reasons are population growth,	population control
11	খাদ্যাভাব	food shortages	food storage
12	ও চরম প্রাকৃতিক দুর্যোগ।	and extreme natural disasters.	natural beauty
13	এতে প্রবল চাপ সৃষ্টি হচ্ছে।	This is putting a huge pressure	This has low impact
14	শহরের জীবনযাত্রা,	on the cities' livelihood,	on peoples'
15	বাসস্থান, সীমিত জমি,	housing, limited land,	luxury
16	পরিবেশ ও নগরায়নের ওপর	environment, and urbanisation.	neighbourhood
17	শহরে এসে এসব গৃহহীনদের অনেকেই বসতিতে থাকে।	Many of these homeless (people) come to the city and live in slums.	few people live on the streets
18	তারা পরিবারের খরচ মেটানোর জন্য বিভিন্ন জায়গায় দিন মজুরি খাটে	To cover family expenses, they work as day labourers at various places	they are unemployed
19	এবং বাড়ি বাড়ি কাজ করে।	and work from door to door.	get housing benefit
20	কাজেই নিজের দেশের মধ্যে তারা উদ্বাস্তু হিসেবে চিহ্নিত হয়।	So, they are identified as refugees in their own country.	So, they become immigrants abroad

[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 the development of rural economy [40 marks]****Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- The impact of rural economy on developing the national economy in Bangladesh (AO2).
- Participation of the rural women in productive activities and in the national growth (AO2).
- Examples of rural women's empowerment in spreading cottage industries (AO2).
- Impact of village women in transforming the agricultural economy to the industrial economy (AO2).
- Government initiatives to improve the status of women in Bangladesh (AO2).

Additional points of indicative content

- Status of the village women in developing the rural economy.
- Activities of the rural women in supporting other women and the financial gain.
- Role of the rural women to raise the profile of garments industry.
- Reasons why the rural women are not enjoying their financial rights.
- Status of women in the male-dominated society.

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.

- Initial perceptions of the street children (AO2).
- The conditions leading to children becoming street children (AO2).
- Types of job in which street children are employed (AO2).
- Various reasons impacting children to become street children (AO2).
- Initiatives taken to protect street children becoming part of the society (AO2).

Additional points of indicative content

- Majority perspective about street children in Bengali-speaking societies.
- Socio-economic enforcement on street children.
- Natural disasters impacting migration from rural to urban areas.
- The constitutional legislation in safeguarding the street children.
- Ways to implement legislation and facilitate rehabilitation of street children.

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Research topic: Tourism in Bengali-speaking countries**Subtopic: Infrastructure of Tourism industry in Bangladesh****[40 marks]****Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- The reasons for world-wide tourists being fascinated by visiting Bangladesh (AO2).
- Contribution of the tourism industry to the creation of employment opportunities for the locals (AO2).
- Main reasons for the worries of travellers in visiting tourist spots nowadays (AO2).
- Environmental factors threatening nature (AO2).
- Initiatives of the tourism industry to develop Bangladesh as a popular tourist spot (AO2).

Additional points of indicative content

- Attractions of various tourist spots in Bengali society.
- Geographical factors impacting the popularities of Bengali food items.
- The ways a successful tourism industry can impact on people of Bengali societies.
- Effects of irresponsible tourists on the local and national resources.
- Promoting Bengali culture to attract tourists at home and abroad.

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 celebration of Bangladesh independence in 1971 (AO2).
- People's reflection of developments which occurred in Bangladesh (AO2).
- The manifesto announced by Bangobondhu in 1975 (AO2).
- Impact of recent developments on national economy and technology (AO2).
- The reflections on our achievements and expectations after 52 years of independence (AO2).

Additional points of indicative content

- The imperialists' recent comment about Bangladesh.
- Popular perception about Bangladesh as a developing country.
- Reasons for some of Bangabandhu's vision not yet achieved.
- Action plan to resolve the under-achieved issues.
- Prospects of enriching the new generation's moral values.