



General Certificate of Education (A-level)
June 2011

Bengali

BENG2

(Specification 2635)

Unit 2: Reading and Writing

Mark Scheme

Mark schemes are prepared by the Principal Examiner 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 examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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The assessment objectives will be allocated in the following way.

		% of A2	Marks
AO2	Response to Written Language	75	75
AO3	Knowledge of Grammar	25	25
	TOTAL	100	100

	AO2	AO3
Section 1	20	
Section 2	15	5
Section 3	40	20

Section 1

Qu.	Accept	Marks	Notes
1 (a)(i)	১৮৬০ সাল থেকে / দেড় বছর আগে থেকে	1	or similar

Qu.	Accept	Marks	Notes
1 (a)(ii)	তঁার নাম জ্ঞানেন্দ্রমোহন ঠাকুর / তিনি এশিয়ার সর্বপ্রথম ব্যারিস্টার / তিনি এ দেশে আসেন সপরিবারে, ১৮৫৯ সালে / তিনি স্ত্রীর চিকিৎসার জন্যে ইংল্যান্ডে আসেন / এ দেশেই মারা যান any two answers	2	or similar

Qu.	Accept	Marks	Notes
1 (a)(iii)	বাঙালি সম্প্রদায় বড়ো হওয়ার পর শুরু হয় / ১৯৮০-এর দশকে আরম্ভ হয় / প্রথমে ‘ও’ লেভেল করা যেতো না / চাহিদা দেখে ১৯৯১ সালে এ লেভেল চালু হয় any three answers	3	or similar

Qu.	Accept	Marks	Notes
1 (a)(iv)	প্রাথমিক বাংলা / উচ্চতর গবেষণা two answers	2	or similar

Qu.	Accept	Marks	Notes
1 (a)(v)	শিক্ষকতার কাজ / দোভাষীর কাজ / ব্যাংক, আদালত ও কাউন্সিলের কাজে চাহিদা আছে / দেশ ও সংস্কৃতির কথা জানা যায় any two answers	2	or similar

Qu.	Accept	Marks	Notes
1 (b)(i)	বেশির ভাগই আসেননি	1	

Qu.	Accept	Marks	Notes
1 (b)(ii)	এখনও আছে	1	

Qu.	Accept	Marks	Notes
1 (b)(iii)	পড়ানোর ব্যাপারে সবাই একমত ছিলো না	1	

Qu.	Accept	Marks	Notes
1 (b)(iv)	শিক্ষক দেশ থেকে কমই আসছেন	1	

Qu.	Accept	Marks	Notes
1 (b)(v)	উপকারে আসতে পারে	1	

Qu.	Accept	Marks	Notes
1 (c)(i)	অব্যাহত	1	

Qu.	Accept	Marks	Notes
1 (c)(ii)	দেন-দরবার	1	

Qu.	Accept	Marks	Notes
1 (c)(iii)	বেশির ভাগ	1	

Qu.	Accept	Marks	Notes
1 (c)(iv)	কয়েক শো	1	

Qu.	Accept	Marks	Notes
1 (c)(v)	যোগ্য	1	

Section 2

	Response to Written Language (AO2)
12-15	Very good understanding of the original and translated accurately in a language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
8-11	Shows good understanding of the original and translated in a language that has a wide range of vocabulary. Accurate, with only a few minor errors in spelling, punctuation and grammar.
5-7	Shows satisfactory understanding of the original and translated in a language that has a limited range of vocabulary. Errors in spelling, punctuation and grammar are intrusive and affect comprehension.
2-4	Shows poor understanding of the original and translated in a language that has a very limited range of vocabulary. Errors in spelling, punctuation and grammar impede comprehension.
0-1	Little or nothing of merit.

	Knowledge of Grammar (AO3)
5	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
4	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
3	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
2	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-1	Errors are elementary and so numerous as to impede comprehension.

Total for Section 2 = 20 marks

Section 3

	Response to Written Language (AO2)
16-20	Demonstrates a thorough knowledge and understanding of the topics/texts with a wide range of sources and evidence used. The answer is relevant and is wide-ranging in its treatment of the topics/texts/question. A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well balanced and coherent.
11-15	Demonstrates sound overall knowledge and understanding of the topics/texts. A good range of sources and guidance is used. The answer is generally relevant to the topic/question. Some attempt at evaluation and some personal reaction, not always convincingly justified. Clear structure and logical progression.
6-10	Demonstrates some knowledge and understanding of the topics/texts. Source material and evidence is not always well used. Some evaluation evident, but relies on received ideas with little personal opinion. Some attempts at structure. Ideas generally not well supported.
1-5	Demonstrates only limited knowledge and understanding of the topics/texts. Limited range of sources and evidence. Superficial examples. Little relevant reaction/opinion/evaluation, generally factual or descriptive, lacks structure and order.
0	The answer shows no relevance to the topic/texts/question. A zero score will automatically result in a zero score for the answer as a whole.

	Knowledge of Grammar (AO3)
9-10	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
7-8	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
5-6	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
3-4	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-2	Errors are elementary and so numerous as to impede comprehension.

Total for Section 3 = 30 x 2 = 60 marks

Total for Unit 2 = 100 marks

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below:

UMS conversion calculator: www.aqa.org.uk/umsconversion

Notes for Answers – Questions 3 to 6

Question 3a

This question on Bengali novels asks the candidate to write an essay comparing any two novels that he/she has read. In the first part of the answer, the candidate is expected to provide brief information on the most important aspects of these two novels, such as who they are written by, what kind of novels they are, their plots and main characters. In the second part, the candidate is expected to give his/her response to these novels including what is so special about them and what qualities he/she found in them, giving examples.

Question 3b

This question is on Bengali short-stories and requires the candidate to write an essay on his/her favourite short-story writer. The candidate should analyse two short-stories by this author, including their plots and main features. The candidate should then make comments on which story was more interesting to him/her. In the second part of the question, the candidate is asked to give an evaluation of the story that seems to him/her the more striking of the two. The candidate is expected to give proper justification for his/her comments.

Question 4a

This question is on Bengali Poetry. It asks the candidate to discuss two poems either by Shamsur Rahman or Jasimuddin. The candidate will be expected to write a critical appreciation of these two poems, including what beauty he/she saw in these poems – their linguistic quality and diction. The candidate should give examples to justify his/her comments.

Question 4b

This question is on Bengali drama. The candidate is asked to write a brief account of the plot and main characters of the play that he/she has recently seen. The question further asks the candidate to give information on its author, plot and the quality of acting he/she saw, and if he/she particularly liked the acting of the actor/actress. Whatever his/her opinion is, he/she will be expected to justify it.

Question 5a

The split between East and West Pakistan had its origin in the Language Movement that started almost as soon as Pakistan came into being. However, the demand for Bengali to be made one of the state languages was met in 1956 by the Parliament. Despite this, the rift between the two wings of Pakistan never healed; on the contrary, it continued to grow until the emergence of an independent Bangladesh. This asks the candidate to write an essay on this process of the emergence of Bangladesh, giving reasons as to why it happened. He/she will be expected to justify his/her comments.

Question 5b

This question asks the candidate to write an informative essay on what important changes took place among the Bangladeshi community in Britain, particularly in the areas of education, economy and cultural activities in general. In the second part of the question, the candidate is asked to give his/her comments on whether the Bangladeshis are going forward or are stuck where they were. He/she would be expected to give justification to his/her comments.

Question 6a

This question is on Bengali cinema. Satyajit Ray is considered to be one of the greatest directors that there ever was. In his opinion, his best movie is Charulata. The candidate is asked to write an informative essay on this movie, giving details on the author of the story it is based on, the main story-line and theme, and its actors/actresses. In the second part, the candidate is supposed to write his/her comments on the quality of acting, and on whose acting he/she thought was the best. He/she will be expected to justify his/her opinion.

Question 6b

This question is on Bengali music. The genre of music popular in rural areas of Bengal (Bangladesh & West Bengali) is generally known as folk songs. However, folk songs of one area can greatly differ from those of another area. Indeed, there are a number of different types of folk songs in Bengali, with distinctly different features. The question asks the candidate to give an account of these different genres of Bengali music. The second part of the question requires the candidate to give his/her comments on the type of folk songs that most attract him/her.