

Version



**General Certificate of Education (A-level)  
June 2012**

**Bengali**

**BENG1**

**(Specification 2635)**

**Unit 1: Reading and Writing**

***Mark Scheme***

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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 students' 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 students' 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.

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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### Criteria for Assessment

The assessment objectives will be allocated in the following way.

		<b>% of AS</b>	<b>Marks</b>
AO2	Response to written language	75	75
AO3	Knowledge of grammar	25	25
	TOTAL	<b>100</b>	<b>100</b>

The marks will be allocated in the following way.

	<b>AO2</b>	<b>AO3</b>
Section 1	35	10
Section 2	10	
Section 3	30	15

## Section 1

### Question 1

ক) Any **one** from the following or similar

- কলেজ / গরমের ছুটি কাটাতে
- ভাইয়া-ভাবীকে দেখতে /সারপ্রাইজ /অবাক করে দিতে

1 mark

খ) Any **three** from the following or similar

- শিপিং কর্পোরেশনের বড় কর্মকর্তা/বিপুলের বড় ভাই
- স্ত্রী স্কুল টিচার
- একমাত্র মেয়ে লাভনী
- লাভনী স্কুল ফাইনাল দিয়েছে
- সিঙ্গাপুরের স্থায়ী বাসিন্দা

3 marks

গ) Any **three** from the following or similar

- ইন্টারনেটে/ সিঙ্গাপুর এয়ারলাইন্সের টিকেট কিনলো
- সিঙ্গাপুর এয়ারলাইন্সে গেলো
- গাড়িতে ভোরে/ গাড়িতে বিমানবন্দরে পৌঁছলো
- প্রায় সাড়ে তিন ঘণ্টা পর সিঙ্গাপুরে / চান্সী বিমান বন্দরে পৌঁছলো
- ট্যাকসি নিয়ে ভাইয়ের বাসায় গেলো

3 marks

ঘ) Any **two** from the following or similar

- সিঙ্গাপুর সরকার পাহাড়ের ঢালে/ খাঁজে /সুকৌশলে বাড়িঘর তৈরী করেছে
- অসংখ্য /বহুতল/বিশাল/চমৎকার/সুন্দর এপার্টমেন্ট
- দালানগুলো চার তলা থেকে চৌদ্দ তলা পর্যন্ত উচু

2 marks

ঙ) Any **three** from the following similar

- মুরগীর রোষ্ট
- রুই/ মাছের মুড়িঘণ্ট
- ইলিশ পোলাও
- গলদা চিংড়ির মালাইকারী

3 marks

চ)

- মুড়িঘণ্টের স্বাদ অসাধারণ/ দারুণ
- তৃপ্তি সহকারে খেলো

1 mark

চ) Any **two** from the following or similar

- হাই ওয়েগুলো সব ওয়ান ওয়ে / রাস্তায় যানবাহনের ভিড় নেই
- গাড়ি চালকরা সবসময় ট্রাফিক আইন মেনে চলে
- রাস্তায় রিকশা / সি-এনজির ভিড় নেই

2 marks

**Total** 15 marks

## Question 2

Any **five** from the following or similar. If word for word lifting is spotted, only 50% mark may be

awarded and no credit is given for global quality of language marks.

- ছ'শ তিরিশি বর্গ কিলোমিটারের দেশ / প্রাকৃতিক সৌন্দর্যে ভরপুর
- লোকসংখ্যা বেশী / ছোট দেশ
- লোকজন সবাই দেশপ্রেমী / কঠোর পরিশ্রমী
- এ দেশে কোনো প্রাকৃতিক সম্পদ নেই
- গড়ে প্রতি বর্গ কিলোমিটারে ছয় হাজার লোক বাস করে
- লোকজনের মাথাপিছু আয় একশ হাজার মার্কিন ডলার
- বিভিন্ন ধর্ম ও বর্ণের মানুষ শান্তিপূর্ণভাবে / মিলেমিশে বাস করে

(5 marks)

## Question 3

এলোমেলো শব্দগুলো ঠিকমতো সাজিয়ে বাক্যগুলো গুছিয়ে লেখো।

One mark should be awarded for each correct sentence as given below. No marks should be awarded if a lapse or any spelling error spotted.

ক) স্কুল শীতের জন্য বন্ধ হয়ে গেছে। (1mark)

খ) বাবা নিজে গিয়ে দরজা খুললেন।/ বাবা গিয়ে নিজে দরজা খুললেন। (1mark)

গ) লিফটের জন্যওদের অনেকক্ষণ অপেক্ষা করতে হলো। (1mark)

ঘ) মায়ের হাতের রান্না তৃপ্তির সঙ্গে খেলো সবাই। (1mark)

ঙ) অপূর্ব প্রাকৃতিক দৃশ্য দেখে খুব অবাক হলো শাওন। (1mark)

(5 marks)

**Question 4**

শূন্যস্থানে ঠিক শব্দ বসিয়ে নিচের বাক্যগুলো পূরণ করো।

One mark should be awarded for each correct sentence as given below. However, no credit to be given if there are spelling mistakes.

- |                       |        |
|-----------------------|--------|
| ক) ভাবছিলো or similar | 1 mark |
| খ) ঢুকলো or similar   | 1 mark |
| গ) ধরলেন or similar   | 1 mark |
| ঘ) এলেন or similar    | 1 mark |
| ঙ) কিনেছেন or similar | 1 mark |

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Total (5 marks)

**Question 5**

- |   |   |   |        |
|---|---|---|--------|
| ক | = | ২ | 1 mark |
| খ | = | ৩ | 1 mark |
| গ | = | ২ | 1 mark |
| ঘ | = | ৩ | 1 mark |
| ঙ | = | ১ | 1 mark |

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Total (5 marks)

The mark distribution for the questions in **Section 1** are as follows:

Q1	=	15 marks
Q2	=	5 marks
Q3	=	5 marks
Q4	=	5 marks
Q5	=	5 marks
AO3	=	10 marks
<b>Total</b>	<b>=</b>	<b>45 marks</b>

**Section 1**

Marks	Knowledge of Grammar (AO3)
9-10	The knowledge and use of most structures is good. There are still some inaccuracies, but these are usually in attempts at more complex structures.
7-8	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.

**Section 2 - Translation into English**

Marks	Response to written language (AO2)
9-10	Very good understanding of the original text and translated accurately in a language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
7-8	Shows good understanding of the original text and translated in a language that has a wide range of vocabulary. Accurate, with only a few minor errors in spelling, punctuation and grammar.
5-6	Shows satisfactory understanding of the original text and translated in a language that has a limited range of vocabulary. Errors in spelling, punctuation and grammar are intrusive and affect comprehension.
3-4	Shows poor understanding of the original text and translated in a language that has a very limited range of vocabulary. Errors in spelling, punctuation and grammar impede comprehension.
0-2	Little or nothing of merit.

**Total for Section 2 = 10 marks**

**Section 3**

<b>Marks</b>	<b>Knowledge of Written Language (AO2)</b>
25-30	Relevant points are clearly made. The answer is focused on the question and offers ideas which are logically and clearly developed. Good personal reaction, usually justified.
19-24	The answer is generally on the subject with a number of relevant points, but not always appropriately supported.
13-18	Some relevant points are made, ideas are not clearly organised. Some reaction is evident, but the points made are not always justified or illustrated. The answer generally lacks a clear focus.
6-12	A limited number of points made, many of which are vague or irrelevant. No justification for points made.
0-5	There is little or nothing of relevance. A zero score will automatically result in zero for the question as a whole.

<b>Marks</b>	<b>Knowledge of Grammar (AO3)</b>
12-15	The knowledge and use of most structures is good. There are still some inaccuracies, but these are usually in attempts at more complex structures.
8-11	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
5-7	There is some awareness of structure. There are still basic errors but communication is generally maintained.
2-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.

**Total for Section 3 = 45 marks**

**Total for Unit 1 = 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](http://www.aqa.org.uk/umsconversion)