

# A-LEVEL BENGALI

Unit 2 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 Assessment Writer.

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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

**UNIT 2**

The assessment objectives will be allocated in the following way.

		<b>% of A2</b>	<b>Marks</b>
AO2	Response to written language	75	75
AO3	Knowledge of grammar	25	25
	<b>TOTAL</b>	<b>100</b>	<b>100</b>

	<b>AO2</b>	<b>AO3</b>
Section 1	20	
Section 2	15	5
Section 3	40	20

Question	Accept	Marks	Notes
1 (a) (i)	টাইমস	1	

Question	Accept	Marks	Notes
1 (a) (ii)	পাক্ষিক পত্রিকা প্রকাশিত হয় প্রতি পক্ষে একবার / ত্রৈমাসিক পত্রিকা প্রকাশিত হয় তিন মাসে একবার or similar (any <b>two</b> answers)	2	

Question	Accept	Marks	Notes
1 (a) (iii)	খেলাধুলার পত্রিকা / রেডিও-টিভির পত্রিকা / কম্পিউটারের পত্রিকা / বিজ্ঞানের পত্রিকা / গাড়ির পত্রিকা ইত্যাদি or similar (any <b>three</b> answers)	3	

Question	Accept	Marks	Notes
1 (a) (iv)	রেস্টুরেন্টের বিজ্ঞাপন / ট্র্যাভেল এজেন্ট / দেশে টাকা পাঠানোর এজেন্ট / চাকরি-বাকরির বিজ্ঞাপন ইত্যাদি or similar (any <b>two</b> answers)	2	

Question	Accept	Marks	Notes
1 (a) (v)	দেশের খবর / দেশের রাজনীতির খবর / কোথায় রেস্টুরেন্ট আছে তার খবর / কোথায় সভা-সমিতি হবে তার খবর ইত্যাদি or similar (any <b>two</b> answers)	2	

Question	Accept	Marks	Notes
1 (b) (i)	<b>B</b>	1	

Question	Accept	Marks	Notes
1 (b) (ii)	<b>C</b>	1	

Question	Accept	Marks	Notes
1 (b) (iii)	C	1	

Question	Accept	Marks	Notes
1 (b) (iv)	C	1	

Question	Accept	Marks	Notes
1 (b) (v)	B	1	

Question	Accept	Marks	Notes
1 (c) (i)	অবিচ্ছেদ্য	1	

Question	Accept	Marks	Notes
1 (c) (ii)	দৈনিক	1	

Question	Accept	Marks	Notes
1 (c) (iii)	বহু-সাংস্কৃতিক or মাল্টি-কালচারাল	1	

Question	Accept	Marks	Notes
1 (c) (iv)	নিজস্ব	1	

Question	Accept	Marks	Notes
1 (c) (v)	রাজনৈতিক	1	

**Section 2**

	<b>Response to Written Language (AO2)</b>
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.

	<b>Knowledge of Grammar (AO3)</b>
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

Only **two** questions/essays to be selected, **each** to be marked according to the following criteria.

Reaction/Response = 20 marks (AO2)

Knowledge of Grammar = 10 marks (AO3)

<b>Reaction / Response (AO2)</b>	
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.

<b>Knowledge of Grammar (AO3)</b>	
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**

**Notes for answers to questions 3 to 6****Literary Topics****Topic 1: Bengali Fiction****Question 3 (a)**

This question on Bengali fiction asks the student to write an essay on the theme of a novel that he/she has read. In the first part of the answer, the student is expected to provide brief information on which novel he/she wants to discuss. The student is also required to explain which features of this novel attract him/her and why.

**Question 3 (b)**

This question on Bengali short stories requires the student to write an essay on the most remarkable short story that he/she has ever read. The student is also expected to say how a short story is different from a novel, and why he/she likes to read short stories.

**Topic 2: Bengali Poetry and Drama****Question 4 (a)**

This question is on Bengali poetry. It asks the student to discuss a patriotic poem. He/she is also expected to explain why the poem is of particular interest to him/her. Further, the student is expected to say what qualities make a good poem.

**Question 4 (b)**

This question is on Bengali drama. The student is asked to introduce a Bengali play that he/she has read. He/she is expected to explain if the story line of this play is realistic. Further the student is expected to answer if he/she is asked to choose one of the characters to perform, which one it would be. It goes without saying that the student is supposed to justify their answer.

**Non-literary topics****Topic 1: The Emergence of Bangladesh and Bengalis in Britain****Question 5 (a)**

The student is required to write how the Mukti Bahini was organised during the Bangladesh War of Independence in 1971 and what important roles it played. The student should also give some details of who the people mostly were who joined this Bahini. Finally, the student is expected to explain the contributions that the Force made to the War.



**Question 5 (b)**

Unlike their predecessors, the new generation of Bengali women, mostly educated and brought up in the western cultural atmosphere, are joining the job market. As earning members of their families, they have hopes and aspirations that earlier Bengali women did not have. This will certainly influence their family life. The responsibility of bringing up children and doing domestic chores have now to be redistributed and Bengali men, not used to share these responsibilities, will find it difficult to accept their new roles. As a result, the old lifestyle will change significantly and there may also be family tensions. The student is expected to comment on the changes that have already taken place and on how else they can affect women's lives.

**Topic 2: Bengali Cinema and Music****Question 6 (a)**

This question is on Bengali cinema. It requires the student to narrate the story of one of the movies he/she has seen. The student is expected to write which character impressed them the most and justify his/her answer.

**Question 6 (b)**

This question is on Bengali music. The student is expected to write an informative essay on different genres of Bengali music and say which genre he/she likes more than the other ones. Further, he/she should also mention who his/her favourite artist is and why.