



A-level
BENGALI
7637/2

Paper 2 Writing

Mark scheme

June 2022

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.

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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.

AO3	
17–20	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.
13–16	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.
9–12	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.
5–8	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.
1–4	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
 incorrect genders and consequential errors of agreement
 incorrect or missing accents unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms
 incorrect use of pronouns
 missing or incorrect agreements of adjectives or past participles.

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.

AO4	
17–20	<p>Excellent critical and analytical response to the question set Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
13–16	<p>Good critical and analytical response to the question set Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
9–12	<p>Reasonable critical and analytical response to the question set Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
5–8	<p>Limited critical and analytical response to the question set Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
1–4	<p>Very limited critical and analytical response to the question set A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
0	<p>The student produces nothing worthy of credit in response to the question.</p>

Annotations for essay marking:

Tick = content point considered in award of AO4 mark

REP = repetition

? = unclear

IRRL = irrelevant

SEEN = examiner has seen the page (where no other annotations appear)

Section A: Books**0 1****Rabindranath Tagore: *Golpo Guccho*****Either****0 1 . 1**

রবীন্দ্রনাথ ঠাকুর তাঁর ছোটো গল্পে পিতা ও সন্তানের মধ্যে সম্পর্কের যে চিত্র তুলে ধরেছেন তার গুরুত্ব কতোখানি? তোমার পড়া অন্তত দুটি গল্প অবলম্বনে তা বিশ্লেষণ করো।

[40 marks]**Possible content**

- The character of the father portrayed in the stories.
- The emotional aspects involved in a father-child relationship.
- The father's sense of duty and responsibility.
- The positive and negative impacts on the characters involved in the father-child relationship.
- Examples of short stories like 'Kabuliwala', 'Khokababur prottaborton' 'Sompotti somorpon' and 'Dena-powana'.
- The difficulties experienced by the characters in such a relationship.

or**0 1 . 2**

রবীন্দ্রনাথ ঠাকুর তাঁর ছোটো গল্পে জীবনের অপূর্ণ স্বপ্ন ও অতৃপ্ত আত্মার বর্ণনা ফুটিয়ে তুলেছেন। উদাহরণসহ তোমার পড়া অন্তত দুটি গল্প অনুসরণে তা বিশ্লেষণ করো।

[40 marks]**Possible content**

- People's strong belief in the supernatural in the olden days.
- Human concepts of the supernatural in characters e.g. evil, wicked.
- The link between unrequited love and supernatural phenomena, such as a deceased lover reappearing as a ghost.
- The impact of the supernatural on the emotions of characters as depicted in the stories.
- The use of examples of short stories e.g. Konkal, Jibito-o-mrito, Nishithe and Khudito pashan.

0 2**Kazi Nazrul Islam: *Sanchita*****Either****0 2 . 1**

কবি নজরুল ইসলাম তাঁর কবিতায় প্রকৃতি ও মানব হৃদয়ের অনুভূতির যে পরিচয় দিয়েছেন, উদাহরণ দিয়ে তোমার পড়া কবির অন্তত দুটি কবিতা অবলম্বনে তা আলোচনা করো

[40 marks]**Possible content**

- The poet's love for nature and the environment.
- The relationship between humans and nature, and its consequences.
- Nature acts as a source of inspiration for creative writings.
- The different aspects of nature act as a metaphor for the emotions and feelings of the poet.
- The use of examples of poems such as Sindhu, Batayonpashe Gubak Torur Saree, Falgooni, Borsha-bidaye and Jhingeful).

or**0 2 . 2**

কবি নজরুল ইসলাম তাঁর কবিতায় নানা ধারার লিখন দক্ষতার যে শিল্প সৌন্দর্য তুলে ধরেছেন তোমার পড়া কবির অন্তত দুটি কবিতা অবলম্বনে তা বিশ্লেষণ করো।

[40 marks]**Possible content**

- The focus on different subjects in the poet's writing, showing his different interests.
- The various types of language, language style, words and phrases used such as rhythmic syllables.
- The philosophical aspects of his life as reflected in his poems.
- His connection with nature as a source of inspiration to reflect his emotions.
- His revolutionary writings as an inspiration for independence.

0 3**Syed Waliullah: *Laalshalu*****Either****0 3 . 1**

সৈয়দ ওয়ালিউল্লাহ'র “লালসালু” উপন্যাসে গ্রামের ছেলে আক্কাস স্কুল প্রতিষ্ঠার জন্য যে উদ্যোগ নিয়েছিলো তার ব্যর্থতা যুক্তি সহকারে নিজের ভাষায় ব্যক্ত করো

[40 marks]**Possible content**

- Akkas's various activities for establishment of a school.
- The importance of education particularly to learn English.
- The reaction of Majid to the campaigning activities of Akkas.
- Majid's plot with the village leader, Khalek Bapari to overturn the idea for the school.
- The outcome at the end of the novel.

or**0 3 . 2**

সৈয়দ ওয়ালিউল্লাহ'র “লালসালু” উপন্যাসে খালেক বেপারীর প্রথমা স্ত্রী আমেনা বেগমের সতেরো বছরের দাম্পত্য জীবনের সমাপ্তি কীভাবে ঘটলো তা আলোচনা করো।

[40 marks]**Possible content**

- The relationship of the village leader, Khalek Bapari with Majid.
- Amena Begum's strong desire to become a mother and her husband's attitude towards this.
- How Majid manipulates Khalek Bapari to believe his religious advice.
- Why Majid gets angry with Amena Begum.
- The impact of Majid's conspiracy and revenge on Amena Begum.

Section B: Films

0 4

Londoni Konya: Shakoor Majid

Either

0 4 . 1

‘লন্ডনী কইন্যা’ ফিল্মে শাকুর মজিদ ব্রিটেনে বড়ো হওয়া তরুণীদের সম্পর্কে বাংলাদেশের লোকজনের যে দৃষ্টিভঙ্গী তুলে ধরেছেন, কাহিনি থেকে কয়েকটি উদ্ধৃতি দিয়ে তার যথার্থতা প্রমাণ করো।

[40 marks]

Possible content

- The differences between Bangladeshi and British culture in terms of marriage.
- The impact of British culture on girls raised in Britain.
- The attitudes of Bangladeshi parents, in both Bangladesh and Britain, towards marriage.
- The importance of having a British passport to Bangladeshi parents.
- The recent changes in accepting British culture by Bangladeshi parents.
- The extent to which you agree with the attitudes shown in the film.

or

0 4 . 2

ব্রিটেনে বড়ো হওয়া মেয়ে জরী ও হামিদ মাস্টারের মধ্যে কীভাবে সম্পর্ক গড়ে উঠলো? চরিত্র দুটির তুলনামূলক বিশ্লেষণ করে তোমার যুক্তির যথার্থতা প্রমাণ করো।

[40 marks]

Possible content

- The background of the character Hamid Master in the film.
- Where and when Jori met Hamid Master.
- The various reasons for Jori falling in love with Hamid Master.
- Hamid Master's views on love and marriage.
- The consequence of a relationship between Jori and Hamid Master.

0 5

Amaar Bondhu Rashed: Morshedul Islam**Either**

0 5 . 1

“আমার বন্ধু রাশেদ” ফিল্মে পরিচালক রাশেদ চরিত্রটিকে খুবই সুন্দরভাবে ফুটিয়ে তুলেছেন। তবে, অন্যতম চরিত্রগুলির মধ্যে ইবুর চরিত্রটিও বেশ গুরুত্বপূর্ণ। তুমি এই কথাটি কতোটা সমর্থন করো? যুক্তি সহকারে চরিত্র দুটির তুলনামূলক আলোচনা করো।

[40 marks]**Possible content**

- The reasons Ebu was chosen in the film.
- Ebu and Rashed’s characters as portrayed in the film.
- The extent to which Ebu contributed to the Liberation movement.
- How freedom fighters ultimately gained independence for their country as portrayed in the film
- The extent to which Ebu’s character and ideals are as important to those of Rashed.

or

0 5 . 2

“আমার বন্ধু রাশেদ” ফিল্মে মুক্তিযোদ্ধা শফিকের সঙ্গে কীভাবে রাশেদ এবং তার বন্ধুদের পরিচয় হয়েছিলো এবং তারা শফিককে হাসপাতাল থেকে উদ্ধারের সময় যে সাহসিকতা দেখিয়েছিলো তার তাৎপর্য ব্যাখ্যা করো।

[40 marks]**Possible content**

- The Liberation War of Bangladesh as portrayed in the film.
- Shafiq’s involvement and determination for freedom in the war.
- The relationship of Shafiq with Rashed and other freedom fighters.
- The important role of Shafiq as depicted in the film.
- Rashed and his friends’ fearless participation in rescuing Shafiq from hospital.