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**General Certificate of Education (A-level)  
June 2013**

**Bengali**

**BENG2**

**(Specification 2635)**

**Unit 2: Reading and Writing**

**Final**

***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 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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**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

**Section 1**

Question	Accept	Marks	Notes
1 (a) (i)	টেমস নদীতে বরফ জমে না / লন্ডনে আগের মতো বরফ পড়ে না / বিশ শতকের সবচেয়ে উষ্ণ দশটি বছরের মধ্যে সাতটি ছিলো ১৯৯০এর দশকে / মেরু অঞ্চলের বরফ গলে যাচ্ছে / মেরু অঞ্চলের বরফের বিশাল খণ্ড সমুদ্রে ভাসতে দেখা যায় / সমুদ্রপৃষ্ঠের উচ্চতা বৃদ্ধি পাচ্ছে (any <b>three</b> answers)	3	or similar

Question	Accept	Marks	Notes
1 (a) (ii)	জলের উচ্চতা বৃদ্ধি পাবে / নিচু দেশগুলো সাগরের পানিতে ডুবে যাবে / বাংলাদেশের তিন ভাগের এক ভাগ পানিতে ডুবে যাবে / দ্বীপরাষ্ট্রগুলো পানিতে ডুবে যাবে / কোটি কোটি লোক গৃহহীন হবে / অনেক এলাকা খরার মুখোমুখি হবে (any <b>two</b> answers)	2	or similar

Question	Accept	Marks	Notes
1 (a) (iii)	কয়লা পোড়ানো / পেট্রোল পোড়ানো / গ্রীনহাউস এফেক্ট (any <b>two</b> answers)	2	or similar

Question	Accept	Marks	Notes
1 (a) (iv)	পারমাণবিক বোমা ব্যবহার করা অথবা না- করা মানুষের হাতে, কিন্তু উত্তাপ বৃদ্ধি মানুষের নিয়ন্ত্রণের বাইরে	1	or similar

Question	Accept	Marks	Notes
1 (a) (v)	সূর্যের আলো / সমুদ্রের তরঙ্গ / বাতাস / হাইড্রোজেন / প্রাকৃতিক উপাদান থেকে বিদ্যুৎ উৎপাদন করা। (any <b>two</b> answers)	2	or similar

<b>Question</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (b) (i)	Candidates write sentences with word / phrases	1	

<b>Question</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (b) (ii)	Candidates write sentences with word / phrases	1	

<b>Question</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (b) (iii)	Candidates write sentences with word / phrases	1	

<b>Question</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (b) (iv)	Candidates write sentences with word / phrases	1	

<b>Question</b>	<b>Accept</b>	<b>Marks</b>	<b>Notes</b>
1 (b) (v)	Candidates write sentences with word / phrases	1	

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

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

Question	Accept	Marks	Notes
1 (c) (iii)	খরা	1	

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

Question	Accept	Marks	Notes
1 (c) (v)	রাজনীতিক/রা	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)**

The candidate is expected to discuss various aspects, including the story line and style, of two short stories that he/she has studied. He/she is then supposed to explain why he/she likes one of those two stories more than the other. Just mentioning one of them will not be considered adequate, and the candidate is required to give his/her reasons. The candidate should give some details of the stories, such as, the titles of the stories and the author/s thereof. The stories can be of any nature, but the candidate will be judged by his/her ability to fulfil his/her task.

**Question 3 (b)**

This question asks the candidate to discuss the main character of a novel he/she has studied. He/she is also expected to analyse the interaction between this character and the rest of the characters in the novel. He/she has to explain why in his/her opinion this character was, in the first place, considered to be the main character of the novel. It goes without saying that choosing just a short story or a movie will not be accepted. The candidate is expected to introduce the novel by giving details of its title and the author.

**Topic 2: Bengali Poetry and Drama**

**Question 4 (a)**

This question asks the candidate to write a critical appreciation of a poem of his/her choice and then compare it with another poem. The poem can be of any kind, short or long, objective or subjective, but the candidate must show his/her ability to appreciate their themes and beauty, or the lack of it, of these poems. The candidate is also required to explain why he/she likes one of them more than the other, just making a statement saying he/she likes either of the stories is not enough.

**Question 4 (b)**

This question asks the candidate to narrate the story of a play he/she has read – not just a play he/she might have watched on the TV. He/she is then required to say why he/she considers a particular character of this play to be more attractive and interesting than the others. Just mentioning the character will not, however, be enough, but the candidate is expected to analyse the different traits of this character and gives reason which aspect/s of this character attract him/her.

## Non-literary topics

### Topic 1: The Emergence of Bangladesh and Bengalis in Britain

#### Question 5 (a)

This question is on the emergence of Bangladesh and asks the candidate to write a short essay on why, soon after the creation of Pakistan, the Bengali Language Movement started. The candidate is expected to say why this Movement became immensely popular and led to the rise of a Bengali nationalism based purely on the language. He/she is also asked to write what its short term and long term results were. It particularly asks the candidate to explain how this Movement influenced the perception of identity of the people of East Bengal.

#### Question 5 (b)

This question is on the Bengalis living in Britain and asks the candidate to write an informative essay on the cultural activities arranged and celebrated by them. It also asks the candidate to write which of these cultural activities he/she likes most. The candidate is required to explain why this particular cultural occasion attracts him/her. Just mentioning one of the many cultural occasions, for example, religious and social, will be deemed inadequate, but he/she is expected to give reasons for liking this particular occasion.

### Topic 2: Bengali Cinema and Music

#### Question 6 (a)

This question on Bengali Cinema asks the candidate to narrate the story of any Bengali movie – not a Telefilm – he/she has seen. Further, the question expects the candidate to compare the character of the hero with that of the heroine. It is expected that while comparing these two characters, he/she will analyse their main traits. The question puts an emphasis on the acting and asks the candidate to explain why the acting of a particular character attracted him/her most. The candidate is expected to justify whatever opinion he/she gives.

#### Question 6 (b)

This question on Bengali music asks the candidate to write an essay introducing the different genres of Bengali music. The candidate is then required to write on the genre he/she likes most, giving sufficient information, including the nature of these songs – classical, folk, pop or whichever category – it belongs to. He/she is also asked to give reasons why this particular genre attracts him/her so much.

### Converting Marks into UMS 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)

### Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.