AQA

A-level
BENGALI
7637/3

Paper 3 Listening, 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 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.

Further copies of this mark scheme are available from aqa.org.uk

Section A   Listening

Comprehension questions to be answered in target language but with no AO3 marks

Where the natural answer to a question consists entirely or partly of words or phrases from the recording, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or inappropriate information from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark
01.1	H, K (in any order)	2

Qu	Accept	Mark
01.2	D, G (in any order)	2

Qu	Accept	Mark
01.3	A, J (in any order)	2

Qu	Accept	Mark
01.4	C, F (in any order)	2

Qu	Accept	Mark
02.1	C, D, E, H (in any order)	4

Qu	Accept	Reject	Mark
02.2	কর্মসংস্থানের সুযোগ, বাড়তি আয়ের সুযোগ	স্মার্ট চলাফেরা, স্মার্টফোন ব্যবহার করতে পারা	2

Qu	Accept	Reject	Mark
02.3	চালকের তথ্য সংরক্ষণ, আরোহীর তথ্য সংরক্ষণ, চালক-আরোহীকে শনাক্ত করতে পারা, চলমান বাইকের অবস্থান জানতে পারা **(যেকোনো দুটি)**	নারী চালক, প্রযুক্তিনির্ভর	2

Qu	Accept	Reject	Mark
03.1	নিজের নাম লিখতে পারা/স্বাক্ষর দিতে পারা	পড়তে পারা	**1**

Qu	Accept	Reject	Mark
03.2	লিখতে ও পড়তে পারা	অক্ষর চেনা	**1**

Qu	Accept	Reject	Mark
03.3	আধুনিক তথ্য প্রযুক্তি ও সামাজিক যোগাযোগমাধ্যম	সাংগঠনিক দক্ষতা	**2**

Qu	Accept	Reject	Mark
03.4	ডিজিটাল বাংলাদেশ তৈরির স্বপ্ন পূরণে	বাংলাদেশের উন্নয়নে	**1**

Qu	Accept	Reject	Mark
03.5	কাজকর্মে, সামাজিক যোগাযোগ রক্ষায়, বৈশ্বিক যোগাযোগ রক্ষায় (**যেকোনো দুটি**)	জনশক্তি	**2**

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or inappropriate information from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point. 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

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.

Serious errors include:
Incorrect verb forms especially irregular forms incorrect use of pronouns.

Complex language includes:
Use of pronouns of all type
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.

Mark	AO3 quality of language marks in listening and reading summary tasks
5	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 where required by the task.
4	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 where required by the task.
3	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 where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	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 where required by the task.
0	The student produces nothing worthy of credit.

Qu 4	Key Idea	Accept	Reject	Mark
Bullet 1	আশির দশকে শুরু হওয়া, নব্বইয়ের দশকে সংগঠিত হওয়া	আশির দশকে শুরু হওয়া, নব্বইয়ের দশকে সংগঠিত হওয়া	জলবায়ুর পরিবর্তন, পৃথিবীর তাপমাত্রা বেড়ে যাওয়া	**2**
Bullet 2	মানববন্ধন, প্রকল্প অভিমুখে পদযাত্রা, আইনী লড়াই	মানববন্ধন, প্রকল্প অভিমুখে পদযাত্রা, মামলা **(যেকোনো দুটি)**	মশাল মিছিল, সভা	**2**
Bullet 3	ছাদকৃষি, প্লাস্টিক ব্যাগ ব্যবহারে নিষেধাজ্ঞা, দূষণকারী যান চলাচলে নিষেধাজ্ঞা, বিষাক্ত দ্রব্যবাহী জাহাজের প্রবেশ বন্ধ করা	ছাদে বাগান করা, লোকজনকে প্রকৃতিপ্রেমী/সচেতন করা, প্লাস্টিক ব্যাগ ব্যবহারে নিষেধাজ্ঞা, 'টু-স্ট্রোক ইঞ্জিন' চলাচলে নিষেধাজ্ঞা, বিষাক্ত দ্রব্যবাহী জাহাজের প্রবেশ নিষেধ **(যেকোনো তিনটি)**	জলবায়ু রক্ষা, সমুদ্র রক্ষা, যেকোনো যান চলাচলে নিষেধাজ্ঞা	**3**

Section B

Question 5 Translation (into target language)

Errors of spelling
Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

Errors of gender
Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

Alternative answers
Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation
A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors
Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Qu			
5	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 10 marks.		
Box	**English**	**Accept**	**Reject**
1	Each year	প্রতি বছর	প্রত্যেক দিন
2	a significant number of	উল্লেখযোগ্য সংখ্যক	খুব কম সংখ্যায়
3	high-achieving young Bangladeshi students	তরুণ মেধাবী বাংলাদেশী শিক্ষার্থীরা	সাধারণ বাঙালি ছেলেমেয়েরা
4	go abroad	বিদেশে যায়	দেশে থাকে
5	for higher education.	উচ্চশিক্ষার জন্য।	লেখাপড়া শেষ করতে।
6	The trend of this flow is mostly	প্রধানত এ ধারার প্রবণতা দেখা যায়	এ নদী ধারা বেশি
7	from developing countries to developed countries.	উন্নয়নশীল দেশগুলো থেকে উন্নত দেশগুলোর দিকে।	উন্নত দেশ থেকে অনুন্নত দেশে
8	Developed countries	উন্নত দেশগুলো	অনুন্নত দেশগুলো
9	offer opportunities	সুযোগ করে দেয়	বাধ্য করে
10	for higher education	উচ্চশিক্ষার	লেখাপড়ার
11	with attractive scholarships	আকর্ষণীয় বৃত্তির মাধ্যমে	ভালো ভালো কাজের
12	for talented students.	কৃতি শিক্ষার্থীদের জন্য।	যেকোনো ছেলেমেয়েদের জন্য
13	Those who are brilliant	যারা মেধাবী	যারা সাধারণ
14	in their studies	তাদের লেখাপড়ায়	তাদের কাজে
15	go there on scholarships.	সেখানে বৃত্তি নিয়ে যায়।	সেখানে উপার্জন করতে যায়
16	Some also go	কেউ কেউ যায়	সবাই যায়
17	with partial scholarships	আংশিক বৃত্তি নিয়ে	আংশিক কাজ করতে
18	or at their own expense.	বা নিজ খরচে।	নিজে উপার্জন করতে
19	In some cases,	কিছু ক্ষেত্রে	সবক্ষেত্রেই

20	once students	যখন শিক্ষার্থীরা	মানুষেরা
21	complete their higher studies,	তাদের উচ্চশিক্ষা শেষ করে,	কাজ শেষ করে
22	there are provisions	সেখানে উপায় থাকে	বাধ্য হয়
23	to settle abroad	বিদেশে স্থায়ীভাবে বসবাসের	দেশে ফিরে আসতে
24	after getting a job.	একটি চাকরী পাওয়ার পর।	লেখাপড়া শেষ করার পর
25	Unfortunately,	দুর্ভাগ্যবশত,	অপরদিকে
26	as a result of this brain drain,	এই মেধা পাচারের ফলে,	মেধার বিকাশের ফলে
27	countries like Bangladesh	বাংলাদেশের মত দেশগুলো	বিদেশ
28	are losing	হারিয়ে ফেলছে	সাথে পাচ্ছে
29	their skilled	তাদের দক্ষ	অদক্ষ
30	human resources.	জনসম্পদ।	শিক্ষার্থী।

Conversion grid	
Number of ticks	**Mark**
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
1–3	1
0	0

Section C

Multi-skill task Question 6

Assessment objectives 1, 2 and 3

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 is one mark 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 200 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.

Assessment Objective 1

Mark	AO1
9–10	**Very good evaluation of the source** The relevant information from the spoken source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.
7–8	**Good evaluation of the source** Most of the relevant information in the spoken source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.
5–6	**Reasonable evaluation of the source** Some of the relevant information in the spoken source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.
3–4	**Limited evaluation of the source** A limited amount of relevant information in the spoken source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.
1–2	**Very limited evaluation of the source** A very limited amount of the relevant information in the spoken source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.
0	The student produces nothing worthy of credit.

Assessment Objective 2

Mark	AO2
9–10	**Very good evaluation of the source** The relevant information from the written source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.
7–8	**Good evaluation of the source** Most of the relevant information in the written source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.
5–6	**Reasonable evaluation of the source** Some of the relevant information in the written source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.
3–4	**Limited evaluation of the source** A limited amount of relevant information in the written source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.
1–2	**Very limited evaluation of the source** A very limited amount of the relevant information in the written source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.
0	The student produces nothing worthy of credit.

Assessment Objective 3

Mark	AO3
9–10	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.
7–8	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.
5–6	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.
3–4	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.
1–2	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.

Serious errors include:
Incorrect verb forms especially irregular forms incorrect use of pronouns.

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.

Indicative content:

- talented students no longer involved in student politics
- history of student politics driven by passionate students
- examples of students' roles in politics, such as language movement
- majority of students' negative attitude about student politics
- students unions are being influenced by political parties
- difference of political ideology triggering violence
- educational institution's role of creating a holistic person
- students' union playing a vital role in promoting skills, such as leadership
- changing nature of student's union in recent times
- self-centred and muscular politics for financial benefit
- contemporary national issues that may need to be addressed
- students' sense of awareness during the time of national crisis.