



A-level
BENGALI
7637/3

Paper 3 Listening, Reading and Writing

Mark Scheme

June 2022

Version: 1.0 Final



2 2 6 A 7 6 3 7 / 3 / M S

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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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 | C (বৈদ্যুতিন যন্ত্রপাতি কিনছেন।) | 1 |

| Qu | Accept | Mark |
|------|-----------------|------|
| 01.2 | B (চীন।) | 1 |

| Qu | Accept | Mark |
|------|--|------|
| 01.3 | B (সম্প্রতি বাংলাদেশে তাদের ব্যবসা শুরু করেছে।) | 1 |

| Qu | Accept | Mark |
|------|------------------|------|
| 01.4 | C (একশপ।) | 1 |

| Qu | Accept | Mark |
|------|---|------|
| 01.5 | C (পণ্য সরবরাহের প্রতি অনাস্থা।) | 1 |

| Qu | Accept | Mark |
|------|--|------|
| 01.6 | A (ডাক ও কুরিয়ার ব্যবস্থায় নির্ভরযোগ্যতার অভাব থাকা।) | 1 |

| Qu | Accept | Mark |
|------|---|------|
| 01.7 | A (মোবাইল ব্যাংকিংয়ের মাধ্যমে।) | 1 |

| Qu | Accept | Mark |
|------|---------------------------------|------|
| 01.8 | A (অনলাইনে কেনাকাটা করতে পারা।) | 1 |

| Qu | Accept | Mark |
|------|--|------|
| 02.1 | <p>C (বেদেদের চিকিৎসার ধরন বিজ্ঞানসম্মত নয়)</p> <p>D (বেদেরা সাপের খেলা দেখিয়েই বেশি প্রচার পেয়েছে)</p> <p>G (বেদে সমাজে ছেলেমেয়েদের দেখাশোনা মহিলাদের খুব একটা করতে হয় না)</p> <p>H (সাপ ধরতে পুরুষ বেদেরা বেশ পারদর্শী)</p> <p>(in any order)</p> | 4 |

| Qu | Key idea | Notes | Mark |
|------|--|--|------|
| 02.2 | <ul style="list-style-type: none"> শত বছরের জীবিকা (সাপুড়ে পেশা) বর্জন (1) যাযাবর জীবনযাপন/নৌকায় ভেসে বেড়ানোর সংস্কৃতি হারিয়ে ফেলা (1) | <p>Accept:</p> <p>তাদের সাপ ধরার/খেলা দেখানোর পেশায় না থাকা</p> <p>বেদেদের যাযাবর না থাকা/নৌকায় ভেসে বেড়ানোর সংস্কৃতি হারিয়ে যাওয়া</p> | 2 |

| Qu | Key idea | Notes | Mark |
|------|---|---|------|
| 02.3 | <p>(Any two)</p> <ul style="list-style-type: none"> সন্তানদের লেখাপড়ায় আর্থিক সাহায্য (1) প্রাপ্তবয়স্কদের জন্য বৃত্তিমূলক প্রশিক্ষণ (1) বৃদ্ধদের জন্য মাসিক ভাতা দেওয়া (1) | <p>Accept:</p> <p>পরিবারে পড়ুয়া ছেলেমেয়েদেকে টাকা দেওয়া</p> <p>বড়োদের জন্য কাজের প্রশিক্ষণ দেওয়া</p> <p>বয়স্ক ভাতা দেওয়া</p> | 2 |

| Qu | Key idea | Notes | Mark |
|------|---|--|------|
| 03.1 | <ul style="list-style-type: none"> নতুন ফসল ঘরে তোলার উৎসব (1) | Accept: নতুন ফসল ঘরে আনার উৎসব | 1 |

| Qu | Key idea | Notes | Mark |
|------|--|-------------------------------------|------|
| 03.2 | <ul style="list-style-type: none"> জমিদারের প্রতিনিধি (1) | Accept: জমিদারের কর্মচারী | 1 |

| Qu | Key idea | Notes | Mark |
|------|--|---|------|
| 03.3 | <ul style="list-style-type: none"> জমিদারি প্রথা বিলুপ্ত হওয়ায় বকেয়া আদায়ের উদ্দেশ্যে (1) | Accept: জমিদারি প্রথা বাতিল হওয়ায়/বকেয়া আদায়ের জন্য | 1 |

| Qu | Key idea | Notes | Mark |
|------|--|--|------|
| 03.4 | <p>(Any two)</p> <ul style="list-style-type: none"> নতুন হিসাবের খাতা খোলা (1) বিগত বছরের লেনদেনের হিসাব সম্পূর্ণ করা (1) ক্রেতাদের আপ্যায়ন করা (1) | Accept: নতুন লেনদেনের খাতা খোলা আগের বছরের বাকি পরিশোধ করা/হিসাব শেষ করা মিষ্টিমুখের সুযোগ | 2 |

| Qu | Key idea | Notes | Mark |
|------|--|--|------|
| 03.5 | <ul style="list-style-type: none"> পারস্পরিক সম্পর্ক/আস্থার বিকাশ (1) সংস্কৃতির লালন (1) | Accept: সামাজিক জীবনের (সম্পর্ক/আস্থার) বিকাশ ঘটায় সংস্কৃতির ধারাবাহিকতা রক্ষা করে | 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 | <p>(Any two)</p> <ul style="list-style-type: none"> • সুরের বিকৃত উপস্থাপন • প্রযুক্তির অপব্যবহার • মৌলিক গানের আবেদন নষ্ট হওয়া | <p>Accept:</p> <p>বেসুরো গান যন্ত্রের অপব্যবহার গানের মর্ম ক্ষতিগ্রস্ত করা</p> | <p>Reject:</p> <p>নতুন প্রজন্মের পছন্দসই করা নতুন প্রজন্মের কাছে পৌঁছানো গান বেশিদিন টিকিয়ে রাখা</p> | 2 |
| Bullet 2 | <p>(Any two)</p> <ul style="list-style-type: none"> • নতুন প্রজন্মের কাছে পৌঁছে দেওয়া • হারিয়ে যাওয়া গানগুলোকে ফিরিয়ে আনা • গানগুলোকে দীর্ঘস্থায়ী করা | <p>Accept:</p> <p>নতুন প্রজন্মের কাছে পৌঁছানো পুরনো গানগুলোকে জনপ্রিয় করা গান বেশিদিন টিকিয়ে রাখা</p> | <p>Reject:</p> <p>বেসুরো গান যন্ত্রের বেশি ব্যবহার গানের মর্ম ক্ষতিগ্রস্ত করা</p> | 2 |
| Bullet 3 | <ul style="list-style-type: none"> • দেশি বাদ্যযন্ত্রের ব্যবহার করতে হবে • সংগীত চর্চা করে গান গাইবার দক্ষতা আনতে হবে • গানের মৌলিকত্ব কোনোভাবেই ধ্বংস না করা | <p>Accept:</p> <p>দেশি বাদ্যযন্ত্রের ব্যবহারে গুরুত্ব দেওয়া গান গাওয়ার চর্চা করা গানের মৌলিকত্ব বজায় রাখা</p> | <p>Reject:</p> <p>বিদেশি বাদ্যযন্ত্রের ব্যবহার প্রযুক্তির মাধ্যমে কণ্ঠের আবেদন নিয়ন্ত্রণ রিমিক্স গানে গানের মূলভাব বদলে ফেলা</p> | 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 | The differences between the dress codes at different celebrations | বিভিন্ন উৎসব উদ্‌যাপনে আলাদা রকমের পোশাক পরিধানের রীতি | সবসময়ই সব উৎসবে সবকিছুতে |
| 2 | among Bengali people. | বাঙালিদের মধ্যে | অবাঙালি লোকজন |
| 3 | add an extra excitement | এক বাড়তি উত্তেজনা আনো | আনন্দ এড়িয়ে চলে। |
| 4 | Dresses for celebrating cultural festivals | সাংস্কৃতিক উৎসব উদ্‌যাপনের পোশাক | ধর্মীয় কারণে এটি একরকম |
| 5 | and observing religious occasions are different. | আর ধর্মীয় অনুষ্ঠান পালনের পোশাক আলাদা। | আর উৎসবে অন্যরকম। |
| 6 | In addition, Bengalis | এছাড়াও, বাঙালিরা | এ সংস্কৃতি বর্জন করে |
| 7 | in their outfits. | তাদের পোশাক-পরিচ্ছদ | অনিচ্ছা সত্ত্বেও |
| 8 | be creative and trendy | সৃজনশীল ও হাল-ফ্যাশনের করতে | এদের বাহ্যিক আচরণ |
| 9 | wish to | চায়। | সংরক্ষণ করে ও আগের মতো রাখে। |
| 10 | Traditionally, they | ঐতিহ্যগতভাবে তারা | আধুনিক সময়ে অবাঙালিরা |
| 11 | used to wear unstitched clothing. | সেলাইবিহীন কাপড় পরতো। | সেলাই করা অনেকগুলো কাপড় পরতো। |
| 12 | This unstitched clothing | এই সেলাইবিহীন কাপড় | সেসব সেলাই করা কাপড়গুলো |
| 13 | worn by men | পুরুষেরা পরলে | মেয়েরা পরলে |
| 14 | was known as 'lungi' or 'dhoti' | 'লুঙ্গি' বা 'ধুতি' বলা হতো, | শাড়ি বলা হতো |
| 15 | and for women | আর মহিলাদের ক্ষেত্রে | আর লুঙ্গি বা ধুতি বলা হতো |
| 16 | it was 'sari'. | ছিলো 'শাড়ি'। | ছেলেরা পরলে। |
| 17 | of media | গণমাধ্যম | মানুষ |
| 18 | and western fashion | ও পশ্চিমা ফ্যাশনের | সাধারণত প্রাচ্যের ফ্যাশন |
| 19 | The influence | প্রভাব | ধারণায় ও |

| | | | |
|----|--------------------------------------|----------------------------|------------------------|
| 20 | in dresses. | পোশাকে | বিশ্বাসে |
| 21 | introduced | এনেছে | বাদ দিয়েছে |
| 22 | diversification | বৈচিত্র্য | মূল ধারা এবং |
| 23 | and modern style | ও আধুনিকতা। | মৌলিকত্ব। |
| 24 | in the fashion of Bengalis nowadays, | আজকাল বাঙালিদের ফ্যাশনে | অতীতে অবাঙালিদের মধ্যে |
| 25 | Whatever trend | যে ধারাই | চল ছিলো সনাতন, |
| 26 | we may see | আমরা দেখি না কেন | তাঁদের মতে |
| 27 | during Bengali festivals. | বাঙালিদের উৎসবের সময় | অবাঙালিদের উৎসবে |
| 28 | traditional costumes | ঐতিহ্যবাহী পোশাক-পরিচ্ছদের | আর আধুনিক |
| 29 | the importance of | গুরুত্ব | মনোভাব |
| 30 | still dominates. | এখনও প্রাধান্য পায়। | দেখা যায় না। |

| 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 | <p>Very good evaluation of the source</p> <p>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.</p> |
| 7–8 | <p>Good evaluation of the source</p> <p>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.</p> |
| 5–6 | <p>Reasonable evaluation of the source</p> <p>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.</p> |
| 3–4 | <p>Limited evaluation of the source</p> <p>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.</p> |
| 1–2 | <p>Very limited evaluation of the source</p> <p>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.</p> |
| 0 | The student produces nothing worthy of credit. |

Assessment Objective 2

| Mark | AO2 |
|------|--|
| 9–10 | <p>Very good evaluation of the source</p> <p>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.</p> |
| 7–8 | <p>Good evaluation of the source</p> <p>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.</p> |
| 5–6 | <p>Reasonable evaluation of the source</p> <p>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.</p> |
| 3–4 | <p>Limited evaluation of the source</p> <p>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.</p> |
| 1–2 | <p>Very limited evaluation of the source</p> <p>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.</p> |
| 0 | <p>The student produces nothing worthy of credit.</p> |

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

- Right to education
 - The idea of quality education
 - Associated costs in providing education
 - Associated clients in education
 - The link between the quality of education and finance
 - Identifying the compromised balance.
-
- The role of the state in providing education for all
 - National budget and allocation in the educational sector
 - The balance between money flow and expectations
 - In-house income-generating strategies and increasing tuition fees
 - Youngster's attitude towards any increment in educational expenses
 - Justification on reasonable educational expenses and keeping up the educational standard.