

# GCSE 2004

## *June Series*



# Mark Scheme

## Bengali (*Writing*)

---

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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.

Further copies of this Mark Scheme are available from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA  
Tel: 0161 953 1170

or

download from the AQA website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2004 AQA and its licensors

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334.  
Registered address of AQA, Devas Street, Manchester M15 6EX  
*Dr Michael Cresswell Director General*

**WRITING TESTS - FOUNDATION AND HIGHER TIERS****PART ONE****Principles of Marking**

- All marking is to be done in accordance with the published Criteria for Assessment.
- The stress is on effective communication. Credit should be given for the language successfully conveying the target message without ambiguity.
- There is no need to count the number of words used to answer each question. The sole criterion is completion of the tasks set.

**MARK ALLOCATION**

<b>Foundation</b>	<b>Communication</b>	<b>Quality of Language</b>	<b>Total</b>
List	2		2
Message	12	8	20
Letter	8	12	20
<b>Total</b>	<b>22</b>	<b>20</b>	<b>42</b>

<b>Higher</b>	<b>Communication</b>	<b>Quality of Language</b>	<b>Total</b>
Letter	8	12	20
Question 2	8	12	20
<b>Total</b>	<b>16</b>	<b>24</b>	<b>40</b>

**FOUNDATION TIER QUESTION 1 - List Question**

This question will be assessed for Communication only.

<b>Marks</b>	<b>Degree of Communication</b>
1	1 - 2 words correct, without ambiguity.
2	3 - 4 words correct, without ambiguity.

Maximum mark - 2

**QUESTION 2 - Message Question**

This question will consist of six tasks and will be assessed for Degree of Communication and Quality of Language.

***DEGREE OF COMMUNICATION***

For each of the six tasks, the following criteria will be used.

<b>Marks</b>	<b>Degree of Communication</b>
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed without ambiguity even if not totally correct.
6 x 2 = 12 marks	

***QUALITY OF LANGUAGE***

A global mark out of 8 will be awarded. The mark awarded for Communication will determine the mark range available for Quality of Language according to the following criteria.

<b>Marks awarded for Communication</b>	<b>Marks available for Quality of Language</b>	<b>Quality of Language</b>
0 - 1	0	Inaccuracy is almost always a barrier to communication.
2 - 4	1 - 2	Some of the messages are intelligible but the frequency of serious error makes communication difficult.
5 - 6	3 - 4	Several of the messages are intelligible, despite frequent error which creates ambiguity and requires effort from the reader.
7 - 8	5 - 6	Errors occur regularly but most intended messages can be understood, with hesitation but without undue difficulty.
9 - 12	7 - 8	Despite various errors, the piece is more accurate than inaccurate; intended meanings are usually clear.

Maximum mark  $12 + 8 = 20$

**QUESTION 3 - Letter Question**

This question will consist of eight tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum mark of 20.

**DEGREE OF COMMUNICATION**

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 3 marks. This means that the candidate will have added an additional detail (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be only **one** Development per task in this question.

**Tasks to Marks - Degree of Communication**

Tasks	Marks	Requirement	Degree of Communication
0	0		Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1	1		Communicates <i>a little</i> basic information (e.g. simple facts).
2 – 8 (0 Dev)	2		
3 – 8 (1 Dev)	3		<i>Some</i> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
3 – 8 (2 Dev)	4		
5 – 8 (3 Dev)	5	Must include an opinion, if not, revert to 4 marks	Communicates clearly <i>quite a lot</i> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
5 – 8 (4 Dev)	6	Must include an opinion, if not, revert to 4 marks	
7 – 8 (5 Dev)	7	Must include justification of an opinion, if not, revert to 6 marks	Communicates <i>a lot</i> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.
7 - 8 (6 Dev)	8	Must include justification of an opinion, if not, revert to 6 marks	

**QUALITY OF LANGUAGE**

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.
- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.
- For the award of 4 marks or more under Range/Complexity there must be at least one reference to each of past, present and future events.

<b>Range / Complexity</b>	<b>Marks</b>	<b>Accuracy</b>
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	<b>0</b>	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	<b>1</b>	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	<b>2</b>	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	<b>3</b>	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	<b>4</b>	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	<b>5</b>	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	<b>6</b>	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The maximum mark for the Foundation Tier Paper is 42.

**HIGHER TIER****QUESTION 1**

This question is the same as that set for Foundation Writing Question 3. It should therefore be marked in accordance with the instructions given for Foundation Tier Question 3.

**QUESTION 2**

This question will consist of *four* tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum of 20.

**DEGREE OF COMMUNICATION**

- The assessment of Communication depends upon recognising an attempt to write something about the task. All responses should be self-contained and comprehensible without reference to the rubrics.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 2 marks. This means that the candidate will have added an additional piece of information, in the form of a phrase or clause (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be *up to two* developments per task in this question.

**Tasks to Marks - Degree of Communication**

Tasks	Marks	Requirement	Degree of Communication
0	0		Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1 – 4 (0 Dev)	1		Communicates <i>a little</i> basic information (e.g. simple facts).
1 - 4 (1 Dev)	2		
2 - 4 (2 Dev)	3		<i>Some</i> basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
2 - 4 (3 Dev)	4		
3 - 4 (4 Dev)	5	Must include an opinion, if not, revert to 4 marks	Communicates clearly <i>quite a lot</i> of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
3 - 4 (5 Dev)	6	Must include an opinion, if not, revert to 4 marks	
4 (6 Dev)	7	Must include justification of an opinion, if not, revert to 6 marks	Communicates <i>a lot</i> of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.
4 (7 - 8 Dev)	8	Must include justification of an opinion, if not, revert to 6 marks	

**QUALITY OF LANGUAGE**

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.
- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.
- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.
- For the award of 4 marks or more under Range/Complexity there must be at least one reference to two of past/present/future events.

<b>Range / Complexity</b>	<b>Marks</b>	<b>Accuracy</b>
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	<b>0</b>	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	<b>1</b>	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	<b>2</b>	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	<b>3</b>	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	<b>4</b>	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	<b>5</b>	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	<b>6</b>	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The maximum mark for the Higher Tier paper is 40.



**PART TWO****WRITING TEST****Foundation Tier****Question 1****Communication**

There is one task:

<b>1. Four appropriate mode of transport</b>		
<b>2</b>	<b>1</b>	<b>0</b>
<b>3 or 4</b> appropriate modes of transport	<b>1 or 2</b> appropriate modes of transport	<b>No mode of transport</b> mentioned

**Question 2****Communication**

There are **six** tasks:

<b>1. How to get there.</b>		
<b>2</b>	<b>1</b>	<b>0</b>
A mode of transport + the idea of going e.g., প্লেনে যাবো / আসবো or similar.	Only a mode of transport mentioned.	No mode of transport mentioned.

<b>2. How long you intend to stay there.</b>		
<b>2</b>	<b>1</b>	<b>0</b>
Length of duration + the idea of staying e.g., ১ মাস থাকবো or similar.	Only the duration + no idea of staying mentioned.	No duration mentioned.

<b>3. Who else is going.</b>		
<b>2</b>	<b>1</b>	<b>0</b>
Reference to <b>a person</b> + the idea of going e.g., আন্নার সঙ্গে যাবো / আসবো or আমি আর আন্না or similar.	<b>Only a person</b> mentioned.	<b>No reference to a person</b> mentioned.

4. What you would like to eat.		
2	1	0
At least <b>two items of food using connectives</b> e.g., আম আর পিঠা or similar.	<b>Only one item of food.</b>	<b>No items of food mentioned.</b>

5. What activities you would like to do.		
2	1	0
At least <b>two holiday activities</b> সাঁতার কাটা আর ছবি তোলা or similar.	<b>Only one holiday activity mentioned.</b>	<b>No holiday activities mentioned.</b>

6. What you would like to see.		
2	1	0
Reference to at least <b>two locations/sights/people /entertainments/events</b> শিশুপার্ক আর চিড়িয়াখানা or similar mentioned.	<b>Only a location/sight/people /entertainment/event mentioned.</b>	<b>No location/sight/people /entertainment/event mentioned.</b>

### Foundation/Higher Tier

#### Foundation Question 3/Higher Question 1

#### Communication

There are **eight tasks**:

1. Where the leisure centre is.	
Needs/accept	reject
Reference to <b>any appropriate location or address.</b>	<b>No reference to a location.</b>

2. When it was open	
Needs/accept	reject
Reference to <b>a date/time period + appropriate verb.</b>	<b>No reference to a date/time period.</b>

3. What was there before.	
Needs/accept	reject
Reference to <b>an object/building/place.</b>	<b>No reference to an object/building/place given.</b>

<b>4. Opening hours.</b>	
<b>Needs/accept</b>	<b>reject</b>
<b>Present tense + relevant.</b>	<b>No relevant time mentioned.</b>

<b>5. Possible leisure activities.</b>	
<b>Needs/accept</b>	<b>reject</b>
<b>Appropriate tense + reference to leisure activities.</b>	<b>Inappropriate tense + no reference to leisure activities.</b>

<b>6. Possible dining arrangements.</b>	
<b>Needs/accept</b>	<b>reject</b>
<b>Appropriate tense + reference to dining arrangements.</b>	<b>No appropriate tense + no reference to dining arrangements.</b>

<b>7. How to get access on to the facilities.</b>	
<b>Needs/accept</b>	<b>reject</b>
<b>Membership/any other alternative access or similar + reference to the facilities.</b>	<b>Membership/any other alternative access or similar not mentioned + no reference to the facilities.</b>

<b>8. How it would help the local people.</b>	
<b>Needs/accept</b>	<b>reject</b>
<b>Possibilities of help provided + appropriate tense.</b>	<b>No mention of possible help + inappropriate tense.</b>

**Higher Tier****Question 2****Communication**

There are **four tasks**:

<b>1. When, where and how long you had your experience.</b>	
<b>Needs/accept</b>	<b>reject</b>
Any <b>date/time period</b> + <b>location</b> + reference to work experience + <b>past tense</b> . (2 out of 3 will be regarded as a response)	<b>No details of date/time period</b> or <b>no location</b> or no reference to work experience.
<b>2. Activities undertaken.</b>	
<b>Needs/accept</b>	<b>reject</b>
A list of appropriate <b>activities undertaken</b> .	Future tense + <b>no list of the activities</b> mentioned.
<b>3. Your impression about the work place/environment.</b>	
<b>Needs/accept</b>	<b>reject</b>
An <b>impression</b> mentioned + <b>personal opinion</b> given.	Future tense + <b>no impression</b> given + <b>no opinion</b> expressed.
<b>4. It's impact on your future plans, how?</b>	
<b>Needs/accept</b>	<b>reject</b>
A <b>positive/negative decision</b> on it's <b>impact</b> on future plans + <b>personal opinion</b> given.	<b>No decision</b> or recommendation + <b>no personal opinion</b> given.