



General Certificate of Secondary Education

Bengali 3636

3636/W Writing

Mark Scheme

2007 examination - June series

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 to download from the AQA Website: www.aqa.org.uk

Copyright © 2007 AQA and its licensors. All rights reserved.

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.

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

Foundation	Communication	Quality of Language	Total
List	2		
Message	12	8	20
Letter	8	12	20
Total	22	20	42

Higher	Communication	Quality of Language	Total
Letter	8	12	20
Question 2	8	12	20
Total	16	24	40

FOUNDATION TIER QUESTION 1 - List Question

This question will be assessed for Communication only.

Marks	Degree of Communication
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.

Marks	Degree of Communication
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.

Marks awarded for Communication	Marks available for Quality of Language	Quality of Language
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.

Range / Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	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.	1	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.	2	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.	3	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.	4	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.	5	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.	6	There are hardly any major and 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.

Range / Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	0	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.	1	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.	2	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.	3	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.	4	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.	5	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.	6	There are hardly any major and 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.

Writing – Part 2 Mark Scheme

FOUNDATION TIER

Question 1

Communication

There is **only** one task:

1. Give four appropriate types of transport.		
2	1	0
3 or 4 appropriate types of transport.	1 or 2 appropriate types of transport.	No appropriate types of transport.

Question 2

Communication

There are **six** tasks:

1. Say what flight you are arriving on.		
2	1	0
Any appropriate flight + the idea of travelling eg বিমান / বিমানে আসবো / যাবো or similar.	Only a flight mentioned eg বিমান / এমিরেটস / এয়ার ইন্ডিয়া or similar.	No flight mentioned eg বাস / রিকসা / সকাল / দেরী or similar.

2. Say who else is coming with you.		
2	1	0
Reference to a person + the idea of going eg আব্বার সঙ্গে যাবো / আসবো or similar.	Only a person mentioned eg আব্বা / আমমা / বান্ধবী or similar.	No person mentioned eg আইপড, ক্যামেরা, ব্যাগ or similar.

3. Say how long you will be staying.		
2	1	0
Length of duration conveyed fully eg ১ মাসের জন্য / অনেকদিন, ৩ মাস or similar.	Only the duration mentioned in a single word eg মাস / সপ্তাহ/ ১/৪ or similar.	No duration mentioned eg কখনও, ঘনঘন, প্রতিদিন or similar.

4. Say where you will be staying.		
2	1	0
Reference to a type of accommodation + the idea of staying eg হোটেলে /বাড়িতে / সিলেটে/ আমার বাড়িতে/ক্যারাভানে থাকবো or similar.	Only a type of accommodation mentioned eg হোটেল /বাড়ি / সিলেট/ মামাবাড়ি or similar.	No accommodation mentioned eg বাইরে, দূরে, সামনে, পিছনে or similar.

5. Say what you will be doing.		
2	1	0
Reference to at least two appropriate holiday activities in a sentence eg ঘুরে বেড়াবো আর মজা করবো / or similar.	Only one activity mentioned eg ঘুরবো /খেলবো / কিনবো or similar.	No activity mentioned eg ফুড /পয়সা/ কাপড় or similar.

6. Say why you are making the trip.		
2	1	0
An appropriate reason given fully for the visit eg নানি- দাদিকে দেখবো / বোনের বিয়ের জন্য / or similar.	Only a partial reason given eg নানি-দাদি / বোন/ বিয়ে/ অসুখ / হপিডে or similar.	No relevant reason given eg পরীক্ষা / হোমওয়ার্ক/ ঘুম or similar.

FOUNDATION/HIGHER TIER

Foundation Question 3 / Higher Question 1

Communication

There are **eight tasks**:

1. Describe your house.	
Needs/Accept	Reject
Relevant description of a house eg বড়টা বড় / ছোট /দোতলা / বাগান আছে or similar.	No relevant description of a house.

2. Mention about your family members.	
Needs/Accept	Reject
Reference to family member/s / pets eg মা- বাবা / ২ ভাই আছে/ আমার কেউ নেই/ আমি একা/ আমি ও আমার খরগোস or similar.	No reference to family member/s eg কম্পিউটার /টিভি / টয়লেট/ or similar.

3. Mention about your daily meal times.	
Needs/Accept	Reject
Reference to a meal time eg সকালে চা আর রাতে ভাত খাই or similar.	No reference to a meal time eg মজাদার খাবার /ফ্যাটি ফুড or similar.

4. How you spend time after school / at home time.	
Needs/Accept	Reject
Reference to a relevant after school activity eg হোমওয়ার্ক করি / পারকে যাই or similar.	No reference to an after school activity eg ঘুম থেকে উঠি/ ব্রেকফাস্ট ক্রাবে যাই or similar.

5. How you help at home. Express opinion/s.	
Needs/Accept	Reject
Reference to a relevant house chore + personal opinion/s eg ঘর শুছাই/ কাপড় ধুই,+ ভালো লাগে না / কষ্ট লাগে or similar.	No reference to a relevant house chore + no personal opinion/s eg সিনেমায় যাই /খেলাধুলা করি, or similar.

6. What you did last summer.	
Needs/Accept	Reject
Reference to relevant activities undertaken last summer + appropriate tense eg বাংলাদেশে গিয়েছিলাম আমার বিয়ের জন্য or similar.	No reference to relevant activities undertaken last summer + wrong tense eg কাজ খুঁজবো + সামনের সামারে, or similar

7. What you will do if a guest visits you.	
Needs/Accept	Reject
Reference to hospitality + appropriate tense eg আদর/যত্ন করি / গল্প করি or similar.	No reference to hospitality + wrong tense মারামারি / ঝগড়া করেছিলাম or similar.

8. What your plans are for next year and why.	
Needs/Accept	Reject
Reference to immediate future plans + a reason eg কলেজে গিয়ে আরও লেখাপড়া করবো or similar.	No reference to immediate future plans + no reason given + wrong tense eg বাংলাদেশে গিয়ে গাছে চড়বো + গত বছর or similar.

HIGHER TIER**Question 2****Communication**

There are four tasks:

1. Say what item was lost and when.	
Needs/Accept	Reject
Reference to a lost item + the time it got lost.	No reference to a lost item + no mention of the time it got lost.

2. Give a description of the lost item.	
Needs/Accept	Reject
Relevant description of an item with reference to the loss.	No Relevant description of an item with reference to the loss.

3. Say what difficulties you have encountered without it.	
Needs/Accept	Reject
Reference to a difficult situation/moment as a result of the loss.	No reference to a difficult situation/moment as a result of the loss.

4. Give a reason why it is so precious to you.	
Needs/Accept	Reject
A relevant reason given.	No relevant reason given.