



# **General Certificate of Secondary Education**

## **Bengali 3636** *Specification*

**3636/W Writing**

## **Mark Scheme**

*2008 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.

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**WRITING TEST - FOUNDATION AND HIGHER TIER****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		
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.

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.

<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 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.



**Foundation Tier****Question 1****Communication**There is **one task**

1. Four appropriate items to pack in a suitcase.		
2	1	0
3 or 4 appropriate items for packing in a suitcase.	1 or 2 appropriate items for packing in a suitcase.	No appropriate items for packing in a suitcase or in English.

**Question 2****Communication**There are **six tasks**

1. What type of party it was.		
2	1	0
Any appropriate type of party fully communicated / any appropriate party + appropriate verb eg আমার জন্মদিনের পার্টি / জন্মদিনের পার্টি ছিলো / নাচ/ গানের /পূজার/ দিওয়ালীর /বাড়ি কেনার / পরীক্ষা পাশের/ ফান / বন্ধুর / বাঙলা পার্টি or similar.	Only an appropriate type of party eg জন্মদিন or similar mentioned.	No appropriate type of party mentioned. ভাল / বাদ /পার্টি or in English.

2. Where the party took place.		
2	1	0
Reference to a location using <b>at</b> a location using <b>at</b> + idea of being in appropriate form eg বাড়িতে / বাড়িতে হয়েছিলো or similar.	Only a location eg বাড়ি / হোটেল ব বাগান or similar mentioned.	No location mentioned or in English.

3. What time the party started.		
2	1	0
Reference to <b>a time</b> using 'at'+ the idea of starting in appropriate form eg বিকেল পাঁচটায়/পাঁচটার সময়/ <b>or</b> বিকেল পাঁচটায় শুরু হয়েছিলো or similar.	Only <b>a time omitting 'at'</b> + no idea of starting eg বিকেল / পাঁচটা or similar mentioned.	<b>No time</b> mentioned or in English.

4. How many people attended.		
2	1	0
<b>A number + reference to people / or + number of people + the idea of attending</b> eg ৫০ জন/ ৫০ জন লোক/ ৫০ জন লোক এসেছিলো or similar.	<b>Only reference to a number / people</b> eg ৫০ / লোক or similar mentioned.	<b>No reference to a number / people</b> mentioned or in English.

5. What food was served.		
2	1	0
Reference to <b>at least two appropriate items of food in a sentence / two food items using 'and'</b> eg পার্টিতে সমুসা আর কেক ছিলো/ সমুসা আর কেক or চাইনীজ/বাঙালীও ইংলিশ খাবার or similar.	Only <b>one item of food</b> eg সমুসা / কেক যক্ষ only চাইনীজ or ইংলিশ or similar mentioned.	<b>No item of food</b> mentioned or in English.

6. What the weather was like.		
2	1	0
An appropriate type of weather mentioned in a sentence / a type of weather + an appropriate verb form eg সেদিন রোদ ছিলো/ গরম ছিলো or similar.	Only <b>a type of weather</b> eg রোদ / গরম / ভাল / খারাপ or similar mentioned.	<b>No weather</b> mentioned or in English.

**Foundation/Higher Tier****Foundation Question 3/Higher Question 1****Communication**

There are **eight tasks**

Each task needs to be communicated fully and be developed with at least one extra item of information.

<b>1. What your school is like.</b>	
<b>Needs/accept</b>	<b>Reject</b>
A relevant <b>description of a school</b> eg আমার স্কুলটি বেশ বড় ও সুন্দর/ এটা শুধুমাত্র ছেলেদের স্কুল, প্রায় নয়শ ছাত্র আছে or similar.	<b>No relevant description of a school</b> or similar or in English.

<b>2. How far your school is from home.</b>	
<b>Needs / accept</b>	<b>Reject</b>
Reference to a <b>distance</b> in full sentence eg স্কুলটি বাড়ি থেকে বেশ দূরে / কাছে / হাঁটা রাস্তা, দশ মিনিট লাগে যেতে or similar.	<b>No reference to a distance</b> or similar or in English.

<b>3. How you get to school.</b>	
<b>Needs / accept</b>	<b>Reject</b>
Reference to a <b>means of transport</b> in full sentence eg আমি বাসে / টিউবে যাই / আমি বাসে অথবা টিউবে যাই / মাঝেমাঝে হেঁটেও যাই or similar.	<b>No reference to a means of transport</b> or similar or in English.

<b>4. Information about your previous school.</b>	
<b>Needs / accept</b>	<b>Reject</b>
Reference to a <b>school other than the present school</b> in full sentence eg আমি এর আগে গু প্রাইমারি স্কুলে যেতাম/ বাংলাদেশের এক স্কুলে পড়তাম / গু প্রাইমারি স্কুলে দুই বছর পড়েছি or similar.	<b>No reference to a school</b> other than the present school or in English.

<b>5. Which school you prefer and why.</b>	
<b>Needs / accept</b>	<b>Reject</b>
Reference to <b>personal likes / dislikes + personal opinion/s justified</b> eg আমার আগের স্কুল ভালো লাগতো কারণ সেখানে আমার অনেক বন্ধু ছিলো or similar.	<b>No reference to personal likes / dislikes + no personal opinion/s</b> expressed or expressed in English.

6. The subjects you are studying.	
Needs / accept	Reject
<b>Reference to relevant school subjects</b> studied in the current school eg আমি ইংরেজি, বাংলা অঙ্ক, ইতিহাস পড়ি / পড়ছি or similar.	<b>No reference to the relevant school subjects</b> studied in the current school or in English.

7. Arrangements for learning Bengali in your school.	
Needs / accept	Reject
<b>Reference to learning Bengali in school</b> eg আমি ইয়ার সেভেন / টেন থেকে / স্কুলের পরে বাংলা পড়ি or similar.	<b>No reference to learning Bengali in school</b> or in English.

8. What you need to succeed in Bengali exam.	
Needs / accept	Reject
<b>Reference to the way/s of getting a good grade in Bengali</b> eg বাংলা পরীক্ষায় ভালো করতে হলে বাংলা ভাষায় / মন দিয়ে/ লিখতে / পড়তে / বলতে / শুনতে হবে / or similar.	<b>No reference to the way/s of succeeding in Bengali exam</b> expressed or expressed in English.

## Higher Tier

### Question 2

#### Communication

There are **four tasks**

Each task needs to be communicated fully and be developed with at least two extra items of information

1. Mention items of healthy food giving personal opinion/s.	
Needs / accept	Reject
<b>Reference to at least two items of personal choice of healthy food + personal opinion/s</b> eg মাছ/ মাংস / সবজি / ফল শরীরের জন্য ভালো কারণ মাছ ও মাংসে প্রোটিন আছে / সবজি ও ফলের মধ্যে ভিটামিন আছে or similar.	<b>No reference to personal choice of items of healthy food + the personal opinion/s</b> and or expressed in English.

<b>2. Your preferences / likes / dislikes of food.</b>	
<b>Needs / accept</b>	<b>Reject</b>
Relevant <b>personal choice of at least two items of food + personal opinion/s</b> eg আমি ছোট মাছ আর আপেল খাই / ছোট মাছ চোখের জন্য, আর আপেল দাঁতের জন্য ভালো / এসব খেলে কেউ মোটা হবে না or similar.	<b>No</b> relevance to <b>personal choice of food + personal opinion/s</b> and or expressed in English.

<b>3. What are the other options to keep your body fit.</b>	
<b>Needs / accept</b>	<b>Reject</b>
Reference to <b>alternative two provisions to keep fit</b> eg রোজ সকালে সাঁতার কাটলে ও হাঁটাইটি করলে / খেলাধুলা ও দৌড়াদৌড়ি করলে / ব্যায়াম ও সময়মতো ঘুমালে শরীর ভালো থাকবে or similar.	No reference to <b>alternative provision/s to keep fit</b> or expressed in English.

<b>4. What harm might occur to your health if you do not have healthy food.</b>	
<b>Needs / accept</b>	<b>Reject</b>
Reference to <b>two possible harmful effects on the body if healthy food</b> not eaten + expression of <b>personal opinion</b> given eg স্বাস্থ্যকর খাবার না খেলে নানা রকম অসুখ হতে পারে / হার্টের অসুখ ও দুর্বলতা / রক্তচাপ ও ডায়াবেটিস হতে পারে or similar.	<b>No</b> reference to possible <b>harmful effects on the body if healthy food</b> not eaten or expressed in English.