



**General Certificate of Secondary Education
June 2013**

Bengali

46351H

(Specification 4635)

Unit 1: Listening (Higher)

Final

Mark Scheme

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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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 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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LISTENING TESTS

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers in English

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information without ambiguity.
 - (b) Where a candidate has given alternatives or additional information in answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or make it ambiguous, accept;
 - if the alternative/addition contradicts the key idea or makes it ambiguous, reject.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one section, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2. / means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.

4. Accept
 - T/F/?
 - ✓/X/?
 - a mix and match approach using the above, where the response is clear and unambiguous (eg. T and ✓ are both used by the candidate).
5. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
6. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.
 - **NFP** = no further penalty
7. Where a candidate has crossed out an answer and what was underneath remains legible then it should be assessed. Where part of an answer is crossed out then only what remains should be considered.
8. Where a candidate spells the answer in such a way that it is a word in the target language, no credit can be awarded.
9. If a candidate offers two different responses in English or in the target language eg dog (cat) or dog (chat) where the answer is dog, no credit can be awarded.

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Question	Accept	Marks	Notes/Reject
1	<p>Advantage: travel / go a long distance travel time is shorter / much faster (one from two)</p> <p>Disadvantage: limited / little / not much space / can't move around (a lot)</p>	2	<p>many countries</p> <p>nowhere to sit / no space</p>

Question	Accept	Marks	Notes/Reject
2	<p>Advantage: lots of space / space to move around swimming pool / you can swim / swimming (one from two)</p> <p>Disadvantage: takes a long time / slow</p>	2	<p>space</p> <p>a long time too crowded</p>

Question	Accept	Marks	Reject / Notes
3	E P	2	

Question	Accept	Marks	Reject / Notes
4	C N	2	

Question	Accept	Marks	Reject / Notes
5	F P/N	2	

Question	Accept	Marks	Reject / Notes
6	E	1	

Question	Accept	Marks	Reject / Notes
7	B	1	

Question	Accept	Marks	Reject / Notes
8	F	1	

Question	Accept	Marks	Reject / Notes
9	D	1	

Question	Accept	Marks	Reject / Notes
10	C	1	

Question	Accept	Marks	Reject / Notes
11	A	1	

Question	Accept	Marks	Reject / Notes
12 (i)	B	1	

Question	Accept	Marks	Reject / Notes
12 (ii)	C	1	

Question	Accept	Marks	Reject / Notes
13 (i)	B	1	

Question	Accept	Marks	Reject / Notes
13 (ii)	A	1	

Question	Accept	Marks	Reject / Notes
14 (i)	C	1	

Question	Accept	Marks	Reject / Notes
14 (ii)	B	1	

Question	Accept	Marks	Reject / Notes
15 (i)	C	1	

Question	Accept	Marks	Reject / Notes
15 (ii)	A	1	

Question	Accept	Marks	Reject / Notes
16	A C	2	

Question	Accept	Marks	Reject / Notes
17	C E	2	

Question	Accept	Marks	Reject/Notes
18	He waits for / meets / chats with friend Catches fish Shares fish Walks (home) through paddy / rice field (any two from four)	2	gets fish talk to family

Question	Accept	Marks	Reject / Notes
19	They take / carry rice / plants home Work in the fields (one from two)	1	Reject: go to the field

Question	Accept	Marks	Reject / Notes
20	Lots of / plenty of fruit (accept fruit names eg mango) / fish / rice / vegetables	1	Reject: no shortage of food / lots of food named fruit without reference to quantity

Question	Accept	Marks	Reject / Notes
21	Let neighbours / others / people / use / share boats Share food Share animal food / ensure animals have food (any two of three)	2	feed cows / animals look after cows/animals

Question	Accept	Marks	Reject / Notes
22	Good teaching / teacher or learn to speak and write Bengali / to read and listen to Bengali (any combination of two skills) Recite Bengali poems Listen to songs / music Perform or act plays / dramas (in class) Perform (dramas / plays) for parents / families come to watch plays / drama (any three from five)	3	mention of 1 skill only

Question	Accept	Marks	Reject / Notes
23	It's a practical subject / activities Good for career / can become doctor / engineer Learn by using visuals / pictures / photos You learn how things work / get answer to (scientific) questions (any three from four)	3	understands pictures

Total: 40 marks

Converting Marks into UMS marks

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.