



GCSE
BENGALI
8638/LH

Paper 1 Listening Higher

Mark scheme

June 2020

Version: 1.0 Final



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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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. 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. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required 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 student has given alternatives or additional information in an answer, the following criteria should be applied: – if the alternative/addition does not contradict the key idea/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 (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.
2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. In questions which are T/F/? or √/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'স' for সত্যি in Section B, this should also be credited despite the wrong language being used.

7. The following general principles should be applied in relation to answers in the target language in Section B:

- (a) Incorrect personal pronouns – accept (unless this causes ambiguity).
- (b) Incorrect possessive adjectives – accept (unless this causes ambiguity).
- (c) Wrong gender – accept (unless this causes ambiguity).
- (d) Infinitive – will normally communicate without ambiguity, so should be accepted.
- (e) Wrong tense – accept as long as student comprehension is not in question.
- (f) Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

Question	Key idea	Accept	Reject	Mark
01	Positive: shorter distance for shipping Negative: ice melting, seaside cities drowning	Positive: less distance for ships to travel/ quicker for ships Negative: ice melting, seaside cities drowning/goes under water (Any one)	Positive: transport/goods/ship Negative: ice	2

Question	Key idea	Accept	Reject	Mark
02	Positive: less expensive to transport goods/less time Negative: habitats of animals destroyed	Positive: less expensive/cheaper transport/ less time/faster/shorter time Negative: habitats of animals/birds destroyed/damaged (Any one)	Positive: transport Negative: animals/home/ruin	2

Question	Accept	Mark
03	C	1

Question	Accept	Mark
04	D	1

Question	Accept	Mark
05	A	1

Question	Key idea	Accept	Reject	Mark
06	At present: pupils can choose a language to study at GCSE In future: learning a language (in GCSE) will be compulsory	At present: pupils can choose a language (to study in GCSE) In future: learning a language (in GCSE) will be compulsory/needed	At present: (enjoy) language/GCSE/priority In future: GCSE	2

Question	Accept	Mark
07	C	1

Question	Accept	Mark
08	B	1

Question	Accept	Mark
09	A, D, F (in any order)	3

Question	Key idea	Accept	Reject	Mark
10	(they will) send a satellite with a (huge) mirror into space	send a satellite with a (huge) mirror, send a satellite (into space)	mirror/satellite	1

Question	Key idea	Accept	Reject	Mark
11	Advantage: source of light during a disaster Disadvantage: problematic for nocturnal animals and birds	Advantage: (will have) a source of light during a disaster Disadvantage: problematic for nocturnal/night-time animals/birds, problems in hunting food, usual darkness of night is being lost	fake moon, animals and birds, natural disaster	2

Question	Key idea	Accept	Reject	Mark
12	woman	female	government/man	1

Question	Key idea	Accept	Reject	Mark
13	scholarships	financial help/money	work/help/support	1

Question	Key idea	Accept	Reject	Mark
14	gender equality	equal rights for man-woman	man-woman/right/equal	1

Question	Accept	Mark
15	P	1

Question	Accept	Mark
16	N	1

Question	Accept	Mark
17	P	1

Question	Accept	Mark
18	P+N	1

Question	Key idea	Accept	Reject	Mark
19	Last week: racism Next week: liberation war of Bangladesh	Last week: racism, racist Next week: liberation (independence) war of Bangladesh	Last week: Brick Lane/Altab Ali Next week: /freedom fighter/soldier/war/1971	2

Question	Key idea	Accept	Reject	Mark
20.1	Problem: truanting/skipping school Consequence: failed the exam	Problem: missing school Consequence: failed in the exam, didn't pass the exam	Problem: school/absent Consequence: exam	2

Question	Key idea	Accept	Reject	Mark
20.2	Problem: the PE teacher was very strict Consequence: dropped PE	Problem: (PE) teacher was very strict Consequence: gave up PE/dropped PE	Problem: PE/strict/ Consequence: drop	2

Question	Accept	Mark
21	A	1

Question	Accept	Mark
22	D	1

Question	Accept	Mark
23	E	1

Question	Accept	Mark
24.1	S	1

Question	Accept	Mark
24.2	N	1

Question	Accept	Mark
24.3	N	1

Question	Key idea	Accept	Reject	Mark
25.1	bad traffic/reaching the exam centre late, unfamiliar and serious looking teachers (any two)	(bad) traffic/being late/not reaching the exam centre on time, and unknown/unfamiliar teachers (any two)	travelling by car/away from school/in another school	2

Question	Key idea	Accept	Reject	Mark
25.2	going to the exam centre with friends/revising with friends (any two)	going to the exam centre (with friends), and revising/studying for the exam with friends (any two)	friends/exam/how the exam went	2

Question	Accept	Mark
26.1	B	1

Question	Accept	Mark
26.2	D	1

Question	Accept	Mark
27.1	C	1

Question	Accept	Mark
27.2	B	1

Question	Accept	Mark
28	C	1

Question	Accept	Mark
29	B	1

Question	Accept	Mark
30.1	A, D (in any order)	2

Question	Accept	Mark
30.2	E, H (in any order)	2

Total marks = 50