Mark Scheme (Results)
January 2008

GCE O Level Bengali(7606)

Question 1: Translation into English

In the past, it was very difficult for the rural people of Bangladesh to borrow money from the bank. Most had to borrow from local money-lenders at high interest rates. At that time, the financial institutions of Bangladesh failed to help most of the rural people. Dr. Mohammed Yunus, a professor of Economics of Chittagong University, stepped forward to eradicate their poverty. He once said sadly, "My disrespect goes to this education. What is the benefit of being proud of our education if it does not help people?"

It is Dr. Yunus who first introduced the "micro-credit concept". This concept has brought solvency to the families of the poor, through micro-loan. He believes that villagers can borrow money little by little. As a result, their income will increase and at fixed installments, they will be able to repay their loans. Dr. Yunus started his micro-credit scheme in 1967 experimentally. From this moment onward, this scheme quickly expanded. At present, about 35 thousand villages in Bangladesh have established Grameen banks. Consequently, the smaller farmers are able to buy seeds, fertilizers, cattle and poultry. Most of the hundreds of thousands of borrowers are women (96%). They increase their family income using small equipment, such as threshers, fishing nets and mobile phones. In this way, they have no difficulties in making repayments and taking new loans.

The success of Grameen bank has proved that rural people have become self-dependent. They are able to combat their poverty. Today this scheme is being implemented in other countries of the world, not just Bangladesh. Dr. Yunus believes that one day poverty will be eradicated completely from the world.

(Total 25 marks)

Question 2: Translation into Bengali

আমি একটি বড় শহরে জন্ম ও বড় হয়েছি। আমি কখনও গ্রাম দেখিনি, তাই গ্রামীণ জীবন সম্বন্ধে আমার তেমন কোন জ্ঞান নেই। আমার দাদা-দাদী এখনও বাংলাদেশের দক্ষিনাঞ্চলে বরিশালের একটি গ্রামে থাকেন, আমার বাবার সেখানেই জন্ম হয়েছিলো।

একদিন আমার দাদার অসুখের খবর পেলাম। ব্যবসা সংক্রান্ত ব্যাপারে আমার বাবা কানাডায় থাকাতে পরিবারের বড় নাতী হিসাবে দাদাকে দেখতে যাওয়া আমার কর্তব্য ছিলো। এই যাত্রা যেমন ছিলো উত্তেজনাপূর্ণ তেমনই ভীতিকর ছিলো। জাহাজে যাওয়া ছিলো একমাত্র ব্যবস্থা এবং দুর্ভাগ্যবশত আমি সাঁতার জানি না। তবে, একা যাইনি কারণ আমার মায়ের মামাতো ভাই আমার সঙ্গে ছিলেন।

নওশের মামা আর আমি পরিকল্পনা অনুযায়ী টিকেট কিনে "রকেট" নামে জাহাজে উঠে পড়লাম। দু'দিন ভ্রমণ করার পর আমরা নিরাপদে দাদার বাসায় সন্ধ্যাবেলা পৌঁছলাম। দাদা বেচারা শয্যাশায়ী ছিলেন। যাহোক, আমাকে দেখে তিনি কিছু শক্তি সঞ্চয় করে আমাকে বুকে জড়িয়ে ধরলেন।

"আমি তোমাকে মিস করেছি দাদা।"

"আমিও তাই, তোমার অবশ্যই ক্ষুধা পেয়েছে। তোমার দাদী তোমার জন্য মজার খাবার তৈরি করেছে।"

সারা সপ্তাহ আমি দাদার বাড়িতে কাটিয়েছিলাম। আমি গ্রামের ঐতিহ্যবাহী নাস্তা খেয়েছিলাম যেমন, পিঠা, নাড়ু এবং ঘরের তৈরি দই। আমি সবকিছু খেয়েছি কি না দাদী তা লক্ষ্য রেখেছিলেন এবং আমাকে সবসময় আদেশ করতেন, "এটা খাও, ওটা খাও।"

সকালের নাস্তার পরে আমার চাচাতো ভাইয়েরা আমাকে বাইরে নিয়ে গ্রামের চারদিক ঘুরে দেখালো। আমাদের শহরের লোকদের তুলনায় খুব শান্তিপূর্ণ জীবন তাদের। তাই আমার এখানে ঘনঘনই আসা উচিত।

(Total: 25 marks)

Question 1 and Question 2 marking grids

	Transmission
13-15	Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.
10-12	A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.
7-9	The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.
4-6	Only the more straightforward concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.
1-3	Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.
0	No language worthy of credit.

	Quality of Language
9-10	A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense use. Very pleasant to read overall, although not necessarily faultless.
7-8	A high level of accuracy overall with however occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure although occasional lapses are evident. Pleasant to read for the most part.
5-6	Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate with several items unknown. Problems at times with tense use. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.
3-4	Some inaccuracies in basic grammar although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives, and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.
1-2	A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little of credit.
0	No language worthy of credit.

Question 3 - Practical application of grammar

Five sentences each worth 2 marks, plus a global mark for Quality of Language.
Marks are awarded for **Communication** as well as for **Quality of Language.**

Question Number	3 marks	2 marks	1 mark	Reject (0 marks)
	Complete transmission with accurate language such as:	Complete transmission with 3 or more spelling errors without affecting communication such as:	Partial or half transmission + omission of 2 key words as mentioned in columns for 3 marks and 2 marks:	Transmission is totally out of text or does not make sense at all:
3(a)	● আমি নিশ্চয়ই তোমার সাহায্যের কথা স্মরণ/মনে রাখবো । ● আমি অবশ্যই তোমার সাহায্য মনে রাখবো । Complete transmission with 1 or 2 minor spelling errors such as: নিচয়ই/সজ্জ/অবশই or similar	● আমি নিচয়ই তোমার সাজ্জের কতা মনে রাখুম । Complete transmission with omission of any of the words such as: সাহায্য/ নিশ্চয়ই/ স্মরণ/মনে রাখবো or similar	● তোমার মনে/স্মরণ রাখবো ● আমি মনে রাখবো or similar	● আমি তোমার সাহায্য চাই না ● আমি তোমাকে সাহায্য করবো or similar
3(b)	● সে তার বয়সের তুলনায় বেশ বড় ● তার বয়স যত তার চেয়ে সে বেশী বড় Complete transmission with 1 or 2 minor spelling errors such as: বইস/বর/যতু/চে/বেস or similar	● সে তার বইসের তুলনায় বেস বর Complete transmission with omission of any of the words such as: বেশ/বেশী/বয়সের/বড় or similar	● সে বড় ● সে বেশী বড় or similar	● তার বয়স কম ● আমার বয়স বেশী or similar

3(c)	• যে সত্য কথা বলে তাকে সবাই ভালবাসে • যে সত্যবাদী তাকে সবাই/প্রত্যেকে ভালবাসে Complete transmission with 1 or 2 minor spelling errors such as: শত্য/ কতা/ তাকে বালোবাসে or similar	• জে শত্য কতা বলে তাকে পরতেকে বালোবাসে Complete transmission with omission of any of the words such as: সবাই/প্রত্যেকে/সত্য or similar	• যে সত্য কথা বলে • তাকে সবাই ভালবাসে or similar	• সে মিথ্যা বলে • আমি বুঝি না or similar
3(d)	• তোমার কি আমার সাথে আসাটা ভালো/ঠিক হবে না? • তুমি যদি আমার সাথে আসো তাতে কি ভালো/ঠিক হবে না? Complete transmission with 1 or 2 minor spelling errors such as: আশা/ সাতে/ বালো/ তোমি or similar	• তোমার কি আমার সাতে আশাটা বালো হবি না? Complete transmission with omission of any of the words such as: কি/যদি/আসা/ভালো/ঠিক or similar	• তোমার আসাটা ভালো • তুমি যদি আমার সাথে আসো • তুমি আমার সাথে আসো or similar	• তোমার সাথে ভালো যাই না • তুমি ভালো or similar
3(e)	• বাংলার সাথে তোমার আর একটা ভাষা জানতে হবে • বাংলার সাথে তোমাকে অন্য একটা ভাষা জানতে হবে Complete transmission with 1 or 2 minor spelling errors such as: বাশা/সাতে/অনন/বাসা or similar	• বাংলার সাতে তোমার আর একটা বাষা যানতে হবে • বাংলার সাতে তোমাকে অনন একটা বাষা যানতে হবে Complete transmission with omission of any of the words such as: বাংলার/ আর একটা/ অন্য ভাষা or similar	• বাংলার সাথে তোমাকে/তোমার • অন্য একটা ভাষা জানতে হবে or similar	• অন্য একটা ভাষা জানা নাই • বাংলার দরকার নাই or similar

Communication	
2	Fully communicated in the target language although with some ambiguity in the expression.
1	At least half the sentence is correctly communicated in the target language.
0	No relevant communication.

The Quality of Language grid is applied **GLOBALLY** to all five sentences.

Quality of language	
5	High level of accuracy with only minor errors.
4	Level of accuracy generally secure but incidence of error increases in more complex language.
3	Accuracy variable with some basic errors.
2	High incidence of error which impedes communication at times. Inconsistent.
1	Frequent basic error with only isolated examples of accurate language.
0	No language worthy of credit.

(Total 15 marks)

Question 4 – Continuous Writing

This question attracts marks for **Communication and content** and **Quality of Language**. Please see the following grids:

	Communication and content
17-20	Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.
13-16	Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequence generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.
9-12	Majority of task completed with, however, some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.
5-8	Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.
1-4	Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.
0	No language worthy of credit.

	Quality of Language
13-15	Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time referents. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.
10-12	Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time referents. Manipulates language to suit the task at hand with, however, some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.
7-9	Fairly accurate in simple language however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time referents. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies the basic message is conveyed.
4-6	Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time referents limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives, and/or adverbial phrases. Not easy to read.
1-3	A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time referents. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.
0	No language worthy of credit.

(Total: 35 marks)