

Mark Scheme (Results) June 2008

GCE O Level

GCE O Level Bengali (7606)

The table below shows how marks are distributed throughout the paper.

| Question | Transmission Communication/Content | Quality of Language | Total for Question |
|----------|---------------------------------------|---------------------|-----------------------|
| 1 | 15% | 10% | 25% |
| 2 | 15% | 10% | 25% |
| 3 | 10% | 5% | 15% |
| 4 | 20% | 15% | 35% |

Assessment criteria and mark scheme

Assessment criteria reflect the standard expected at GCE O level. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' should be interpreted in this context.

Minor errors include, for example, the **occasional** omission of accents, incorrect gender, article, slight spelling errors.

Major errors include, for example, the **consistent** mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Marks are awarded positively using the following assessment grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate performance may require a 'best fit' mark.

Question 1 and Question 2: Translation

| | 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. |

1. English translation

According to a recent report the world population at present is over six billion. It increased almost fourfold during the twentieth century. This is an alarming growth of population, and has caused much concern for the future of the world. Among the many developing countries of the world, Bangladesh, India and Pakistan are worst affected by this population explosion.

Bangladesh is a small country. Its size is about half of Britain's. Yet its population is more than double of Britain's. Bangladesh is, indeed, one of the poorest amongst the most densely populated countries in the world. More than eighty per cent of its population, live in villages and depend on agriculture for income. Bangladesh needs modern equipment to enhance the production of good quality crops.

The prosperity and progress of a nation depend largely on the education of its people. The rate of literacy in Bangladesh is very low, approximately forty per cent. Besides this, the country is not rich in natural resources and it is frequently prone to natural calamities such as floods, cyclones and famine. It is therefore not surprising that most Bangladeshis live below the poverty line.

The only way to reduce the population and to save them from poverty is to educate the people of Bangladesh with appropriate, modern education and technology. If this kind of education system is made available, the number of learners will increase and they will be assured of jobs after their education. As a result, they will be able to contribute to the production side of the country. In this way, if the people of a country become educated, they will be able to participate in all developmental programmes. Then the country will quickly progress towards success.

(Total: 25 marks)

1. Bengali translation

একদিন সন্ধ্যাবেলা নিউমার্কেটে মুনির ভাইয়ের চায়ের দোকানে যাওয়ার জন্য ট্যাক্সি নিলাম। এটা স্থানীয় লোকদের মধ্যে রাস্তার পাশে একটি জনপ্রিয় কাফে। আমি যখন সেখানে পৌঁছলাম তখন বাজে সাড়ে ৬টা। এই সময়ই আমি মহসিনের সাথে দেখা করার ব্যবস্থা করেছিলাম। চারদিকে তাকিয়ে তার দেখা পেলাম না। হয়তো সে অফিসে অতিরিক্ত সময় কাজ করছিলো।

কাফেটা তখন বেশ নীরব ছিলো। অথচ, দিনের বেলা হৈচৈপূর্ণ কাষ্টমার দিয়ে এটা খুব ভরপুর থাকে।

ঞুআপনি কি চান, স্যার?ঞু খাবার পরিবেশনকারী ছেলেটি প্রশ্ন করলো। ঞুএই মুহূর্তে কিছু চাচ্ছি না, আমি আমার বন্ধুর জন্য অপেক্ষা করছি,ঞু আমি উত্তর দিলাম।

কিশোর টিপু পরবর্তী কাষ্টমারকে পরিবেশন করছিলো। মুনির ভাইয়ের জন্য সে যে একজন প্রশংসা অর্জনকারী। টিপু সবসময় হাসি দিয়ে লোকদেরকে সালাম জানায় আর এই জন্য লোকজন নিজেদেরকে অভ্যর্থিত মনে করে। এটা খুবই লজ্জার বিষয় যে, তার পরিবার লেখাপড়ার খরচ চালাতে পারতো না বলে তাকে আগেই স্কুল ছাড়তে হলো এবং তার পরিবারের জন্য কাজ করতে হলো।

ওহ, মহসিন কোথায়? প্রায় আধঘন্টা পার হয়ে গেছে এবং আমি তখন বাড়ি যাওয়ার জন্য মনস্থির করছিলাম। যেই ওঠার প্রত্তুতি নিচ্ছিলাম তখনই পরিচিত কোন একজনের দেখা পেলাম। ঞুএই যে মহসিন, এখানে এসো,ঞু আমি তাকে হাত নেড়ে ইশারা দিচ্ছিলাম। ঞুদুঃখিত পলাশ, কাজে আটকে গিয়েছিলাম। আমাদের ওখানে বিদ্যুৎ ছিলো না। ফলে, সমস্ত কম্পিউটার কাজ করছিলো না। এখনও কি আর্ট প্রদর্শনীতে যেতে চাচ্ছে?ঞু অবশ্যই, আমি কোনো অবস্থাতেই এটা হারাতে চাই না। কিন্তু প্রথমে চলো কিছু পানীয় অর্ডার করি।

(Total: 25 marks)

Question 3 - Practical application of grammar (Total: 15 marks)

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**.
Please refer to the following grids:

| 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. |

| Question Number | 3 marks | 2 marks | 1 mark | Reject marks) (0 |
|-----------------|--|---|---|--|
| | Complete transmission with appropriate language such as: | Complete transmission with 3/4 spelling errors without affecting communication such as: | Partial or half transmission + omission of any 2 key words | Transmission is totally out of text or does not make sense at all: |
| 3(a) | <ul style="list-style-type: none"> শিক্ষক বললেন, ঞুকখনও বলবে না, আমি পারি নাঞ শিক্ষক বললো, ঞুকোন সময় বলবে না, আমি পারি নাঞ শিক্ষক বললো, ঞুআর বলবে না, আমি পারি নাঞ <p>Complete transmission with 1 or 2 spelling errors such as:</p> <ul style="list-style-type: none"> শিক্ষক/ ভলবে/ নেয়/ বলে <p>or similar</p> | <ul style="list-style-type: none"> শিক্ষক বললেন, ঞুককনু ভলবে নায়, আমি পারি নাঞ শিক্ষক বললো, ঞুকুনু সমই বলবে না, আমি পারতাম নাঞ <p>Transmission with omission of any one of the words such as:</p> <ul style="list-style-type: none"> শিক্ষক/ পারি না/ কখনও/ আর/ বলবে না <p>or similar and or if speech mark is not visible And or, complete transmission with ¾ spelling errors</p> | শিক্ষক বললেন, কখনও ষক্ষ কখনও বলবে না আমি পারি না | কখনও আমি পারি শিক্ষক বললেন না আমি পারি |
| 3(b) | <ul style="list-style-type: none"> তোমাকে কি এতো কষ্ট/ ব্যথা/আঘাত দিচ্ছে? তোমাকে কিসে এতো কষ্ট দিচ্ছে? <p>Complete transmission with 1 or 2 minor spelling errors such as:</p> <p>কস্ট/বেতা/আগাত</p> <p>or similar Also, বিরক্ত, জ্বালাচ্ছে, চিন্তায় ফেলেছে, ভাবিয়ে</p> | <ul style="list-style-type: none"> তোমা কি এতো কস্ট দিচে? তোমাকে কিতা এতা বেথা দিচ্ছে? <p>Transmission with omission of any one of the words such as:</p> <p>কষ্ট / তোমাকে / ব্যথা / দিচ্ছে</p> <p>or similar And or, Complete transmission without the question mark</p> | তোমাকে কি কষ্ট | আমি তাকে কষ্ট/ব্যথা দেই |
| | | | <ul style="list-style-type: none"> কষ্ট দিচ্ছে <p>or similar</p> <p>Transmission with omission of any two of the words such as:</p> <p>ব্যথা দিচ্ছে / কি এত / কি কষ্ট / তোমাকে দিচ্ছে</p> <p>Partial or half</p> | <ul style="list-style-type: none"> সে কষ্ট পাই তোমার বই কোথায় <p>or similar</p> |

| | তুলেছে accepted Complete transmission | Transmission with one omission | transmission or 2 omissions | The message not conveyed or totally irrelevant |
|------|--|---|--|--|
| 3(c) | <ul style="list-style-type: none"> সফলতা লাভের জন্য সে কঠোর পরিশ্রম করতে লাগলো সফল হওয়ার জন্য সে কঠোর পরিশ্রম করতে লাগলো <p>Complete transmission with 1 or 2 minor spelling errors such as:</p> <p>সপল, কটর, পরিশ্রম, সুর</p> <p>or similar</p> | <ul style="list-style-type: none"> সফলতা লাভের জন্য সে কটর পরিশ্রম করতে লাগলো সপল হর জন্য সে কটর পরিশ্রম করতে সুরু করলো <p>Transmission with omission any of the words:</p> <p>সফলতা / করতে / লাগলো, কঠোর /পরিশ্র</p> <p>or Complete transmission with 3/4 spelling errors such as:</p> <ul style="list-style-type: none"> সপল হর জন্য সে কটর পরিশ্রম করতে সুরু করলো | <p>-স সফল লাভ করবে</p> <p>সে কঠোর পরিশ্রম করলো</p> <ul style="list-style-type: none"> সে কঠোর পরিশ্রম শুরু করতে লাগলো <p>or similar</p> <ul style="list-style-type: none"> Transmission with omission of any two of the words such as: সফলতা লাভের / কঠোর পরিশ্রম / সে করতে লাগলো <p>or similar</p> | <ul style="list-style-type: none"> সে সফল হবে না তার শক্তি নাই তার কাজ আছে <p>or similar</p> |
| 3(d) | <ul style="list-style-type: none"> তোমাকে কি এতো কষ্ট/ ব্যথা/আঘাত দিচ্ছে? তোমাকে কিসে এতো কষ্ট দিচ্ছে? <p>Complete transmission with 1 or 2 minor spelling errors such as:</p> <p>কস্ট/বেতা/আগাত</p> <p>or similar</p> <p>Also, বিরক্ত, জ্বালাচ্ছে, চিন্তায় ফেলেছে, ভাবিয়ে</p> | <ul style="list-style-type: none"> তোমা কি এতো কস্ট দিচ্ছে? তোমাকে কিতা এতা বেথা দিচ্ছে? <p>Transmission with omission of any one of the words such as:</p> <p>কষ্ট / তোমাকে / ব্যথা / দিচ্ছে</p> <p>or similar</p> <p>And or, Complete transmission without the question mark</p> | <p>তোমাকে কি কষ্ট</p> <ul style="list-style-type: none"> কষ্ট দিচ্ছে <p>or similar</p> <p>Transmission with omission of any two of the words such as:</p> <p>ব্যথা দিচ্ছে / কি এত / কি কষ্ট / তোমাকে দিচ্ছে</p> | <p>আমি তাকে কষ্ট/ব্যথা দেই</p> <ul style="list-style-type: none"> সে কষ্ট পাই তোমার বই কোথায় <p>or similar</p> |

| | | | | |
|------|--|---|---|--|
| | <p>তুলেছে accepted Complete transmission</p> <ul style="list-style-type: none"> ▪ Complete transmission ▪ 1 / 2 spelling errors | <ul style="list-style-type: none"> ▪ Transmission with one omission ▪ 3 / 4 spelling errors | <ul style="list-style-type: none"> ▪ Partial or half transmission with 2 omissions | <p>The message not conveyed or totally irrelevant</p> |
| 3(e) | <ul style="list-style-type: none"> • যত তাড়াতাড়ি এই দুষ্টামি বন্ধ করবে তত বেশী ভালো • তাড়াতাড়ি এই বাজে কথা বলা বন্ধ করলেই বেশী ভালো হবে/হয় যত শীঘ্র বাজে কথা বন্ধ করবে তত ভালো <p>Complete transmission with 1 or 2 minor spelling errors such as:</p> <p>তারাতারি/বেসী/বালো/সিঘ্রই/দুষ্টামী/বাজে কতা</p> <p>or similar</p> <p>Also, বকবক, তামাশা, ফাজলামি accepted</p> | <p>জতু তারাতারি এই দুসটামি বন করবে তত ভালো জত সিগরি বাজে কতা বন্ধ করবে তত ভালো</p> <p>Complete transmission with omission of any one of the following words:</p> <p>তাড়াতাড়ি/ শীঘ্রই/ ভালো/দুষ্টামী/ বাজে কতা</p> <p>or similar</p> | <p>যত তাড়াতাড়ি এই দুষ্টামি বন্ধ করবে বাজে কথা বন্ধ করলে ভালো</p> <p>or similar</p> | <ul style="list-style-type: none"> • যত দেরিতে দুষ্টামি বন্ধ করতে পারো তত ভালো • তাড়াতাড়ি আমি কাজ পারি <p>or similar</p> |

Question 4 - Writing (Total: 35 marks)

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. |