

Mark Scheme (Results) January 2009

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.

English Translation of Q1 - 7606 January 2009

Cottage Industries are part and parcel of Bangladeshi livelihoods. Once upon a time, nearly all household commodities were produced in traditional village huts. The villagers who used to make these commodities did so without the aid of any modern day tools. Even though these commodities were produced at a small scale, the workmanship was always to a very high standard.

One such traditional artefact is the Nakshi Katha. At one time it was a custom to embroider Nakshi Katha's with elegant and colourful threads. A typically shaped Nakshi Katha took at least four to six months to complete. During the monsoon season, when houses were surrounded by water, it was often difficult for people to leave their houses, so this was always a good time to embroider a Nakshi Katha. The females in the family after finishing the household chores, often used to sit and eat beetle leaves whilst embroidering a Nakshi Katha. The neighbours also used to join them, chat and help with the embroidery. This social gathering was the source of inspiration to embroider. The purpose of embroidering a Nakshi Katha was not merely to create a design masterpiece but more to do with reflecting the family culture. The cooling mat made of cane was also another instance of a traditional artefact. Not only was very comfortable to use during the summer, it is the mat's design qualities that make it so unique. In the past there were many skilled craftsmen who made the cooling mats. The Nawab family of Dhaka used such craftsmen to make special cooling mat made of ivory. This ivory mat is now preserved in the Dhaka National museum.

The preservation and development of industries that make these traditional artefacts is the responsibility of all of us. If we can plan and support the development of these cottage industries, then we can go some way to help eradicate the unemployment problems currently facing Bangladesh. As a result, we may also see more trade with foreign markets.

(Total: 25 marks)

Specific Mark Scheme of Q1 (Transmission - 15 Marks)

Below are some 12 key points that should be covered in the translation response.

A mark between '13-15' should be awarded if at least nine points are covered.

A mark between '10-12' if 7-8 points covered,

A mark between '7-9' if 5-6 points covered

A mark between '4-6' if 3-4 points covered

A mark between '0-3' if less than three points covered:

- Cottage industries part of the Bangladeshi way of life
- Most household goods used to be produced in traditional village huts
- Lack of modern day tools to produce the household goods
- Quality of products was to a high standard
- The Nakshi Katha is an example of such traditional artefacts
- Nakshi Katha takes on average 4-6 months to make and is very colourful
- Popular time to make Nakshi Katha was during the monsoon season
- Common for females to make Nakshi Katha whilst eating beetle leaves
- Cooling mat is another traditional artefact and it is comfortable to use in the summer
- Nawab family of Dhaka have ivory cooling mats, now displayed in the Dhaka National museum
- Preserving these traditional artefacts is everyone's responsibility
- Supporting cottage industries helps to reduce unemployment in Bangladesh and improve foreign trade

løj i;Cu; Bjil ®b-L Qil hR-ll hsz Bjil hup kMe 7 Hhw a; 11,
®p aMe ®b-LC IP-®hl-PI X;LçV-LV pwNÊq LI-a; z J...-m;
f;Ju; SeÉ Bøj Mÿh hÉLæm b;La; z çL; 1ÿ i;Cu; J...-m; Bjil-L
dl-a çc-a; e; z HLçce çh-L-m X;LçV-LV S; e; Bjil ®pC
c£OÑm;çma üfÀ h;Û¹h;çua q-m; kMe i;Cu; ®ILXÑ içaÑ
HLV; hs h;,, h;çs-a çe-u H-m; z H-a çR-m; lçh n´L-ll ®pa; l
h;Se; l ph ®ILXÑz aMe ®b-L qW; v L-IC ®pa; l h;S-e; l fÊça
i;Cu; l ®Ty; l ®N-m; z ®p a; l X;LçV-L-VI HÉ;mh; jV; Bjil-L
çc-u çc-m; z Bøj-a; HC pwNÊqn; m; ®f-u Be-¾c BaÈq; l; q-u
fsm; j Hhw f§ZÑ-ÿ; j eaÿe eaÿe X;LçVçLV pwNÊ-ql çc-L
j-e; çe-hn Llm; jz
çLRÿçc-el j-dÉC løj HLSe e; j£ JU¹; -cl L; -R ®pa; -l EµQ; %
p%£a çnM-a öli LI-m; Hhw ®hn f; lcn£Ñ q-u EW-m; z
hRIM; -e-LI j-dÉ a; l ®j; d;...-el fçlQu ®f-u JU¹; cS£ HaC jæt
q-me ®k, løj-L Aæù; çeLi; -h ay; l çnoÉ LI; l SeÉ Bjil h; h; l
L; -R Aæ; çça Q; C-me k; -a ®p j-´J fÊcnÑZ LI-a f; -lz hs ®R-m
®k ®pa; l h; S; -e; l çc-L Tyÿ-L-R h; h; ®pV; S; e-aez a-h Eçe
kMe pça pçaÉ ®VI ®f-me ®k H-r-œ løj çh-no f; lççnÑa;
®cM; -µR aMe çaçe EçàNÀ q-mez ay; l iu q-m; , løj ®pa; -ll
fÊçnrZ Hi; -h Qm-a b; l-m ®mM; fs; u a; l ®L; -e; Evp; q b; l-h
e; Hhw ®p ®N; õ; u ®k-a f; -lz aMeL; l p; -u h; h; j; -ul; j-e LI-ae
®k, S£h-e pgma; J pjÈ; e m; -il HLj; œ Ef; u q-µR EµQçnr; m; j
L-l fcÛÛ Q; lL£ f; Ju; z pæal; w h; h; JU¹; cS£l Aæ-; l; d H-Lh; -l
e; lQ L-l çc-mez

(Total: 25 marks)

Specific Mark Scheme of Q2 (Transmission - 15 Marks)

Below are some 10 key points that should be covered in the translation response.

A mark between '13-15' should be awarded if at least eight points are covered.

A mark between '10-12' if 6-7 points covered,

A mark between '7-9' if 4-5 points covered

A mark between '4-6' if 2-3 points covered

A mark between '0-3' if just one point is covered:

- Brother Romi is four years older and collects colourful stamps.
- Brother wouldn't let me touch them.

- My long cherished dream of collecting stamps came true when my brother's interest diverted to playing the sitar
- He gave away his stamp album to me.
- Romi started being tutored by a renowned sitar maestro.
- Within a year the maestro wanted Romi to be his formal disciple.
- Father gets annoyed at Romi's developing talent for the sitar.
- Father fears Romi's education will be affected.
- Parents think higher education and getting a good job was a necessity for success
- Father refused the request of the maestro

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.

Q3. Mark Scheme

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Question	3 marks	2 marks	1 mark	Reject
(a)	<ul style="list-style-type: none"> ➤ Complete transmission with accurate language, such as: Bϕj @ajjil p-%o Bl LMeJ /S£h-eJ pyiajl LjV-a / pyiaj-l @k-a QjC ej /kj-hj ej or similar ➤ Complete transmission with minor spelling errors, (one or two) such as: <ul style="list-style-type: none"> ▪ Bϕj aϕjil p-%o Bl LLeJ pyiajl LjV-a @k-a QjC ej or similar 	<ul style="list-style-type: none"> ➤ Complete transmission with major spelling errors, (three or more) which does not affect communication such as: <ul style="list-style-type: none"> ▪ Bϕj aϕjil pj-a Bl LLeJ pyiajl LjV-a @S-b QjC ej or similar ➤ Transmission with omission of either Bl LMeJ or pyiaj-l @k-a/ pyiajl LjV-a @S-a such as: <ul style="list-style-type: none"> ▪ Bϕj @ajjil pj-b pyiajl LjV-a @k-a QjC ej or ▪ Bϕj @ajjil pj-b Bl LMeJ @k-a QjC ej or similar 	<ul style="list-style-type: none"> ➤ partial / half transmission with omission of both Bl LMeJ'and pyiajl LjV-a or similar such as: <ul style="list-style-type: none"> ▪ Bϕj @ajjil pj-b @k-a QjC ej or ▪ Bϕj @ajjil pj-b pyialj-a QjC similar 	<ul style="list-style-type: none"> ➤ Transmission is: totally out of context does not make sense at all <ul style="list-style-type: none"> ▪ if Bl LMeJ+ pyiajl LjV-a + QjC ej totally omitted, such as: <ul style="list-style-type: none"> ▪ Bϕj @ajjil p-%o ϕp-ejju kj-hj ej or Bϕj ϕL @ajjil p-%o Lbj hm-hj ej? or similar
(b)	<ul style="list-style-type: none"> ➤ Complete transmission with accurate language, such as: <ul style="list-style-type: none"> ▪ Bϕj ϕL -ajjil hjSj-ll / @LejLjVjl a;ϕmLju/ϕm-ø/g-cÑ 	<ul style="list-style-type: none"> ➤ Complete transmission with major spelling errors, (three or more) which does not affect communication such as: 	<ul style="list-style-type: none"> ➤ partial / half transmission with omission of both hjSj-ll a;ϕmLju and @kjN Ll-a, or similar, and or transmitted in 	<ul style="list-style-type: none"> ➤ Transmission is: totally out of context does not make sense at all

	<p>ϕLR¥ /ϕmM-a/®k;N LI-a f;ϕl? or similar</p> <p>➤ Complete transmission with minor spelling errors (one or two), such as:</p> <ul style="list-style-type: none"> ▪ Bϕj ϕL aϕjil ijS;ll a;ϕmL;u ϕLR¥ ®k;N LI-a f;ϕl? ▪ or similar 	<p>➤ Bϕj ϕL aϕjil ijS;ll b;ϕmL;u ϕLR¥ kϕN LI-a f;ϕl?</p> <ul style="list-style-type: none"> ▪ or similar <p>➤ Transmission with omission of either h;S;ll a;ϕmL;u or ®k;N LI-a, such as: Bϕj ϕL -ajjil ®mM;il j-dÉ ϕLR¥ ®k;N LI-a f;ϕl? or</p> <ul style="list-style-type: none"> ▪ Bϕj ϕL -ajjil h;S;ll a;ϕmL;u ¥ c;N ϕc-a f;ϕl? and or omissions of the '?' <p>or similar</p>	<p>negative sense which affects communication, such as: Bϕj ϕL -ajjil fup;il bϕm ϕe-a f;ϕl? or Bϕj ϕL -ajjil -ajjil h;S;ll a;ϕmL;v; ®cM-a; f;ϕl e;? or similar</p>	<ul style="list-style-type: none"> ▪ if®ajjil + h;S;ll a;ϕmL;u + ®k;N LI-a or similar totally omitted, such as: ▪ Bϕj ϕL hC-ul f;aju ϕmM-a f;ϕl? or similar
Question	3 marks	2 marks	1 mark	Reject

<p>(c)</p>	<ul style="list-style-type: none"> ➤ Complete transmission with accurate language, such as: <ul style="list-style-type: none"> ▪ ʀk ʀmɿlɕV HC hɿɕsɕV ɕL-e-R ʀp HLSe kɿɕɔLɿz or similar ➤ Complete transmission with minor spelling errors (one or two), such as: <ul style="list-style-type: none"> ▪ ʀk ʀmɿlɕV HC iɿɕsɕV ɕL-e-R ʀp HLSe kɿɕɔI ▪ or similar 	<ul style="list-style-type: none"> ➤ Complete transmission with major spelling errors, (three or more) which does not affect communication such as: <ul style="list-style-type: none"> ▪ ʀk mL HC iɿɕs ɕL-e-R ʀp HMSe kɿɕɔOI or similar ➤ Transmission with omission of either ɕL-e-R or kɿɕɔLI, such as: <ul style="list-style-type: none"> ʀk ʀmɿlɕV HC hɿɕsɕV ʀc-M-R ʀp kɿɕɔLI or ʀk ʀmɿlɕV HC hɿɕsɕV ɕL-e-R ʀp ɕnrL or similar 	<ul style="list-style-type: none"> ➤ partial / half transmission with omission of both ɕL-e-R and kɿɕɔLI, or similar, and or transmitted in negative sense which affects communication, such as: <ul style="list-style-type: none"> ▪ ʀk ʀmɿL HC hɿɕs-a bɿ-L ʀp iɿ-mɿ eɿ or similar 	<ul style="list-style-type: none"> ➤ Transmission is: totally out of context does not make sense at all <ul style="list-style-type: none"> ▪ if ʀmɿL +hɿɕsɕV ɕL-e-R + kɿɕɔLI or similar totally omitted, such as: ▪ ʀk ʀj-uɕV ʀhsɿ-a H-p-R ʀp pɔ³/₄clɛ or similar
<p>(d)</p>	<ul style="list-style-type: none"> ➤ Complete transmission with accurate language, such as: <ul style="list-style-type: none"> ▪ ʀp / ʀj-uɕV Aɕidɿe/ ɕXLneɿlɛ / nē-Lɿo /AbÑ-Lɿo n-ēl aɿɕmLɿ ʀcMɿl f-lɿ nēɕV hɔT-a fɿ-l ɕe/ fɿl-mɿ eɿ / ʀhɿ-Tɕe or similar ➤ Complete transmission with minor spelling errors (one or two), such as: <ul style="list-style-type: none"> ▪ ʀj-uɕV Aɕhcɿe ʀcLɿl f-lɿ nēɕV hɔT-a fɿ-l ɕe or similar 	<ul style="list-style-type: none"> ➤ Complete transmission with major spelling errors, (three or more) which does not affect communication such as: <ul style="list-style-type: none"> ▪ ʀj-uɕV Aɕhcɿe/ɕ ʀcLɿl fl pēɕV hɔS-a fɿ-l eɿC or similar ➤ Transmission with omission of either Aɕidɿe or f-lɿ or nēɕV or hɔT-a fɿ-lɕe such as: <ul style="list-style-type: none"> ʀp / ʀj-uɕV hC ʀcMɿl 	<ul style="list-style-type: none"> ➤ partial / half transmission with omission of any two of the following: <ul style="list-style-type: none"> ▪ Aɕidɿe / f-lɿ / nēɕV/ hɔT-a fɿ-lɕe ▪ or similar which affects communication, such as: ▪ ʀp hC ʀc-MJ hɿLÉɕV hɔT-a fɿ-lɕe or similar. 	<ul style="list-style-type: none"> ➤ Transmission is: totally out of context + <ul style="list-style-type: none"> ▪ if Aɕidɿe + f-lɿ +nēɕV + hɔT-a fɿ-lɕe or similar totally omitted, such as: ▪ ʀp hC eLm L-lɿ Ešl ɕmM-a fɿ-lɕe or similar

		f-lJ nēϕV hαT-a f _j -lϕe or similar		
Question	3 marks	2 marks	1 mark	Reject
(e)	<ul style="list-style-type: none"> ➤ Complete transmission with accurate language, such as: <ul style="list-style-type: none"> ▪ aϕϕ_j kϕc HV_i B-N ijh-a /ϕQ_i¹ L_i-a a_jq-m HMe @a_jj_i-L Lø @f-a/iϕN-a q-a_j e_j or ▪ B-N HV_i ijh-m BI HMe @a_jj_i-L iϕN-a q-a_j e_j or similar ➤ Complete transmission with minor spelling errors (one or two), such as: <ul style="list-style-type: none"> ▪ B-N CV_i h_ji-m BI @a_jj_i-L iϕN-a q-a_j e_j or similar 	<ul style="list-style-type: none"> ➤ Complete transmission with major spelling errors, (three or more) which does not affect communication such as: <ul style="list-style-type: none"> ▪ B-N CV_i h_ji-m BI a_jj_i-M HMe hαN-a qa e_j or similar ➤ Transmission with omission of either B-N or ijh-m or HMe or iϕN-a q-a_j e_j, such as: <ul style="list-style-type: none"> ▪ B_i-N L_i-m @a_jj_i-L HMe iϕN-a q-a_j e_j ▪ kϕc HV_i B-N ijh-a a_jq-m @a_jj_i Lø m_iN-a_j e_j or similar 	<ul style="list-style-type: none"> ➤ partial / half transmission with omission of both B-N ijh-m and iϕN-a q-a_j e_j such as: <ul style="list-style-type: none"> ▪ S_je_j b_jL-m BI @a_jj_i Lø L_i m_iN-a_j e_j or similar which affects communication 	<ul style="list-style-type: none"> ➤ Transmission is: totally out of context <ul style="list-style-type: none"> ▪ does not make sense at all such as: <ul style="list-style-type: none"> ▪ S_je_j b_jL-m BI @a_jj_i-L ϕhlš² L_ia_j e_j

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.