

Mark Scheme (Summer 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 June 2009

In the first year of college, the pressures of studying are not that much. I have got a few days of leave due to the college going on strike. I realised this when I went to college in the morning and found the final year students demonstration for a strike. Inside I was really happy as I don't like to spend too much time in Dhaka. Usually if my family has free-time, we try and visit my grand parents' house in Khulna. As my parents were both busy with work, I decided to go on my own. In the evenings, the steamers usually depart for Khulna from the Shadar Ghat terminal. The steamers usually take all-night to reach Khulna. On the way to Shadar Ghat it is hard to avoid the traffic jams on the roads in Old Dhaka. In Old Dhaka; the vehicles like rickshaw, C.N.G & tempos follow no rules. From time-to-time you can also see the yellow taxis. The street markets are full of shoppers. Street traders are often sitting on the pavement selling baskets of; fruits, sandals and lungis. As I arrived at the terminal, I could see the porters fighting over who would help the passengers. At last I managed to get onto the steamer. I left my bags in my upstairs cabin and went rushed to the deck side. I breathed a sigh of relief at finally getting on the steamer. The steamer leaves Shadar Ghat after sounding a loud whistle and slowly enters the big river. I was in a bit of a daze. If I were a poet, I would have written a poem about the amazing sights I have witnessed on the river or even if I were an artist / painter, I would have captured the moment on canvas. However, even if I escape Dhaka for a change, the city holds a dear place in my heart. In spite of the pollution and over population in Dhaka, I couldn't bear to leave the city for too long a period of time.

(Total: 25 marks)

Bengali Translation of Q2 - 7606 June 2009

বাঙালী খাবার ভারতীয় এবং বিদেশী উভয় দিক থেকে ব্যাপকভাবে প্রভাবান্বিত হয়েছে। এক অসংযত / বিশৃঙ্খল সমাজ এবং পৃথিবীর অনেকাংশের সঙ্গে শক্তিশালী বানিজ্য যোগাযোগ, উভয় কারণে এর উৎপত্তি হয়েছে। বঙ্গ বেশ মোটামুটিভাবে এক প্রাচীন ও উপজাতীয় সমাজ। তের'শ শতাব্দীতে মুসলিম শাসকদের আগমনের সঙ্গে সঙ্গে এর উন্নয়ন শুরু হয়েছে।

সুফী সাধকরা প্রথম যখন ইসলাম প্রচার করেন তখনই বঙ্গে ইসলামী প্রতিপত্তি এলো। কয়েকশত বছর পর দিল্লী ও আগ্রার ইসলামী শাসকবর্গ দ্বারা নিযুক্ত প্রশাসনিক কর্মকর্তাদের কল্যাণে বঙ্গে আবারও এই প্রতিপত্তি এলো। লোকজন ধর্ম গ্রহণ করলেও স্থানীয় অনেক আচার /প্রথা তখনও তারা ধারণ করে রেখেছিল যেমন খাওয়ার অভ্যাস। মোঘল আমলে বিশেষ করে ঢাকা বিস্তার লাভ করেছিল। স্থানীয় খাবারে তাদের প্রভাব এক অনন্য রান্নার পদ্ধতির দিকে মোড় নিলো। এমনকি সাধারণ লোকজনও শাহী খাবার যেমন বিরিয়ানী, কোর্মা এবং ভুনা খাবার খেতে লাগলো।

রাজতন্ত্রের যুগে এই প্রভাব আরও জোরদার হয়েছিলো। সে সময়ে অবিভক্ত বঙ্গ বহু স্বনামধন্য নির্বাসিত নবাবদের আশ্রয়স্থলে পরিণত হয়েছিলো। এরা সঙ্গে করে এনেছিলেন শত শত বাবুর্চি। এসব পারদর্শী বাবুর্চিরা রান্নাবান্নায় হরেক রকমের মশলাপাতির মিশ্রণ, ব্যাপক হারে ঘি-এর ব্যবহার এবং বিশেষ পদ্ধতিতে মাংশ মাখানোতেও দক্ষ ছিলেন। বিশেষ খাবারগুলোর মধ্যে রয়েছে চাপ, রেজালা এবং জনপ্রিয় শিক কাবাব। স্থানীয় লোকজন এসব খাবারের কিছু কিছু উপকরণ এবং প্রণালী/পদ্ধতি তাদের রোজকার খাদ্য তালিকায় যোগ করেছে। এর ফলে ঐতিহ্যবাহী নিরামিষ খাবারগুলোতেও আমিষ খাবারের সমাহার পরিলক্ষিত হয়েছে যার অনেকগুলো আজও জনপ্রিয়।

(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.

Q3	3 marks	2 marks	1 mark	Reject
(a)	<p>➤ Complete transmission with accurate language, such as: এই বড় শহরে আমি কখনও থাকিনি / ছিলাম না। or similar</p> <p>➤ Complete transmission with minor spelling errors, (one or two) such as: ▪ এই ভর সহরে আমি কখনও থাকিনি / ছিলাম না। or or similar</p>	<p>➤ Complete transmission with major spelling errors, (three or more) which does not affect communication such as: এই ভর সহরে আমি কখনও তাকি নাই ▪ or similar</p> <p>➤ Transmission with omission of either শহরে or কখনও such as: এই বড় শহরে আমি থাকিনি। ▪ or ▪ এই বড় বাড়িতে আমি কখনও থাকি নাই or similar</p>	<p>➤ partial / half transmission with omission of both শহরে and থাকিনি or similar such as: ▪ এই বড় বাড়িতে আমি কখনও থাকি নাই or ▪ এই বড় শহরে আমি খেলি নাই or similar</p>	<p>➤ Transmission is: totally out of context does not make sense at all ▪ if বড় শহরে + কখনও থাকি totally omitted, such as: আমি এই বাড়িতে চুকি নাই or আমি আর বাড়িতে যাবো না or similar</p>
(b)	<p>➤ Complete transmission with accurate language, such as: চমৎকার সূর্যোদয়ের সঙ্গে বুধবার / বুধবার দিনটির সূচনা হলো / শুরু হলো or similar</p> <p>➤ Complete transmission with minor spelling errors (one or two), such as: ▪ চমতখার সূর্যোদয়ের সঙ্গে বুধবার শুরু হলো or similar</p>	<p>➤ Complete transmission with major spelling errors, (three or more) which does not affect communication such as: ▪ চমতখার সূর্যোদয়ের সঙ্গে বুধবার শুরু হলো or similar</p> <p>➤ Transmission with omission of either চমৎকা or বুধবার or শুরু হলো such as: সূর্যোদয়ের সঙ্গে বুধবার শুরু হলো or চমৎকার সূর্য দেখে বুধবার শুরু হলো or similar</p>	<p>➤ partial / half transmission with omission of any two of the following: ▪ চমৎকা / সূর্যোদয়ে / বুধবার শুরু হলো or similar, and or transmitted in an inappropriate tense such as: চমৎকার সূর্যোদয়ের সঙ্গে দিনটা শুরু হবে or similar</p>	<p>➤ Transmission is: totally out of context does not make sense at all ▪ হেসেখেলে দিনটা কেটে গেলো or similar</p>

Q3	3 marks	2 marks	1 mark	Reject
(c)	<ul style="list-style-type: none"> ➤ Complete transmission with accurate language, such as: উত্তর দেওয়ার চাইতে প্রশ্ন জিজ্ঞাসা করা সবসময় সহজ নয়। or similar ➤ Complete transmission with minor spelling errors (one or two), such as: উত্তর দেওয়ার তেকে প্রশ্ন করা সবসময় সহজ নয়। <ul style="list-style-type: none"> ▪ or similar 	<ul style="list-style-type: none"> ➤ Complete transmission with major spelling errors, (three or more) which does not affect communication such as: উত্তর দেওয়ার তেকে পরসনো খরা সবসময় সহজ নয়। or similar ➤ Transmission with omission of either উত্তর or প্রশ্ন করা or সহজ নয় such as: <ul style="list-style-type: none"> ▪ লেখার চাইতে প্রশ্ন করা সবসময় সহজ নয়। or ▪ উত্তর দেওয়ার চাইতে বোঝানো সবসময় সহজ নয়। or similar 	<ul style="list-style-type: none"> ➤ partial / half transmission with omission of any two of the following: উত্তর / প্রশ্ন করা / সবসময় / সহজ নয় or similar, and or transmitted in affirmative sense which affects communication, such as: উত্তরের চাইতে প্রশ্ন করা সহজ। 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 উত্তর + প্রশ্ন করা + সহজ নয় or similar, totally omitted, such as: ▪ ভিক্ষা চাওয়ার চেয়ে কাজ করা মন্দ নয় or similar
(d)	<ul style="list-style-type: none"> ➤ Complete transmission with accurate language, such as: <ul style="list-style-type: none"> ▪ প্রথমবার চেষ্টা করে বিফল হওয়ায় সে পুনরায় গান গাইতে অস্বীকার করলো or similar ➤ Complete transmission with minor spelling errors (one or two), such as: <ul style="list-style-type: none"> ▪ পরথমবার ছেসটা করে বিফল হওয়ায় সে আবার গান গাইতে অস্বীকার করলো 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"> ▪ পরথমবার ছেসটা করে বিপল হওয়ায় সে আবার গান গাইতে অস্বীকার করলো or similar ➤ Transmission with omission of either প্রথমবার or চেষ্টা করে or বিফল হওয়ায় or অস্বীকার such as: প্রথমবার চেষ্টা করে সে আবার গান গাইতে অস্বীকার করলো or similar 	<ul style="list-style-type: none"> ➤ partial / half transmission with omission of any two of the following: <ul style="list-style-type: none"> ▪ প্রথমবার চেষ্টা করে / বিফল হওয়ায় / পুনরায় / অস্বীকার করলো ▪ or similar which affects communication, such as: ▪ সে আবার গান গাইতে অস্বীকার করলো or similar. 	<ul style="list-style-type: none"> ➤ Transmission is: totally out of context + <ul style="list-style-type: none"> ▪ ভপ চেষ্টা করে + / বিফল +শব্দটি + পুনরায় + অস্বীকার করলে; or similar totally omitted, such as: ▪ সে প্রথমবার কষ্ট করে উপরের ক্লাশে উঠলো or similar

Q3	3 marks	2 marks	1 mark	Reject
(e)	<ul style="list-style-type: none"> ➤ Complete transmission with accurate language, such as: তোমার উপদেশ নিলে / গ্রহণ করলে এতদিনে আমরা বড়লোক / ধনী হয়ে যেতাম। or similar ➤ Complete transmission with minor spelling errors (one or two), such as: <ul style="list-style-type: none"> ▪ তোমার উপদেশ নিলে এতদিনে আমরা দনী হয়ে যেতাম। 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"> ▪ তুমার উপদেশ নিলে এতদিনে আমরা দনী হয়ে জেথাম। or similar ▪ Transmission with omission of either উপদেশ নিলে or এতদিনে or ধনী হয়ে or যেতাম or similar such as: ▪ তোমার সাথে থাকলে এতদিনে আমরা বড়লোক হয়ে যেতাম or similar 	<ul style="list-style-type: none"> ➤ partial / half transmission with omission of both উপদেশ and ধনী such as: <ul style="list-style-type: none"> ▪ তোমার সাহায্য নিলে এতদিনে আমরা ভালো হয়ে যেতাম 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: ▪ তোমার সঙ্গে গেলে আমরা পৌছে যেতাম or similar

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.