

Mark Scheme (Results) January 2010

GCE O Level

GCE O Level Bengali (7606)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternately, you can speak directly to a subject specialist at Edexcel on our dedicated **Languages** telephone line: **0844 576 0035**.

(If you are calling from outside the UK please dial + 44 1204 770 696 and state that you would like to speak to the **Languages** subject specialist).

January 2010

Publications Code ??????????

All the material in this publication is copyright

© Edexcel Ltd 2010

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 2010

'It was ringing non-stop. It was a very annoying sound. Keeping his eyes closed he pulled his left hand out of the warm feathered quilt in an attempt to stop the source of the sound. At the press of the button the sound stopped. What a great relief! He started muttering and swearing not really against the clock, but against the inventor of the alarm clocks.

"But why brother do we need the help of technology to wake up? Nature has done this job for us. The crowing of cock's, the twittering of birds and the sun light entering through the window - are these not enough?"

He seems to go through this everyday. At that moment, sleep goes away from his eyes like magic. There was no exception today.

Manik jumped out of bed and first of all thanked God for the gift of another nice morning. Winter in the city of Dhaka means the months of December and January. Though it is a bit chilled after waking up, it goes away as soon as he takes a bath. Putting on the clothes, Manik entered in to the living room where his younger brother by two years was still lying on the sofa snoring. The TV was on. Various magazines and newspapers were spread over the glass table.

There was no time for having breakfast. He made an attempt to fasten the shoe lace while having a sip of hot tea. Putting his bag on his shoulder, Manik, quickly stepped out. As soon as he got into the car, the driver drove off. When Manik goes onto the main road there always seems to be thick fog. It was not safe to drive within these foggy conditions. But there was nothing to do about it. Manik looked at his watch. It was nine thirty already! He would be told off again by Sir for his usual lateness!

Specific Mark Scheme of Q01 (Transmission - 15 Marks)

Below are some 10 key points that should be covered in the translation response. A mark of '13-15' should be awarded if at least '8-9' points are covered. '10-12' if 6-7 points covered, '7-9' if 4-5 points covered '4-6' if 2-3 points covered and '0-3' if less than two points covered:

- Non stop annoying sound of the alarm clock
- Effort to stop the sound
- Manik's muttering against the inventor of the alarm clock
- Stressing to rely on the nature for waking up
- Manik goes through this routine every morning
- Manik gets prepared in a hurry
- Thick fog covers the main roads in winter mornings
- Driving in fog is unsafe
- Time does not wait for unavoidable circumstances
- Manik's worries for lateness

(Total: 25 marks)

Bengali Translation of Q2 - 7606 January 2010

সুমন আলী বর্তমানে একজন বিত্তশালী লোক। নিবেদিত প্রাণ ও কঠোর পরিশ্রমের মাধ্যমে সে তার ভাগ্য ফেরাতে সক্ষম হয়েছে। রাজশাহীর কাজলা গ্রামের এক দরিদ্র পরিবারে সে জন্ম গ্রহণ করে। তার বাবা রিকশা চালাতেন এবং পরিবার প্রতিপালনের জন্য কঠোর পরিশ্রম করে আয় করতেন। সুমন স্থানীয় একটি স্কুলে গিয়ে অষ্টম শ্রেণী পর্যন্ত লেখাপড়া করে। কিন্তু তার বাবা হঠাৎ অসুস্থ হয়ে শয্যাশায়ী হয়ে পড়লে দারিদ্রের কারণে সে কাজের সন্ধানে বের হতে বাধ্য হয়। সে প্রথমে বাড়ি বাড়ি গিয়ে খবরের কাগজ বিলি করার কাজ শুরু করে। সে তারপর জেলা উদ্যান পালন কেন্দ্রের প্রশিক্ষণ কর্মসূচীতে যোগ দেয় এবং তখন থেকে এর সঙ্গে জড়িত থাকে।

সুমনের প্রবল উৎসাহ, অক্লান্ত পরিশ্রম ও অধ্যাবসায়ের জন্য প্রশিক্ষণ কেন্দ্রের ভারপ্রাপ্ত কর্মকর্তা তার খুব সদয় ছিলেন। সুমন প্রথমে সবজি আবাদের প্রশিক্ষণ লাভ করে। তাপর সে তা নিজ গ্রামের জমি ঈজারা পেলে সেখানে সবজির ফলন ও কলার আবাদ করার কাজে তার নতুন জ্ঞান প্রয়োগ করে। এক বছরের মধ্যেই, সে ২৫ হাজার টাকা মুনাফা লাভ করে। একই উপায় সে উন্নত জাতের ফুলকপি ও আখের চাষ করে। এরার মুনাফা হলো চারগুণ। তাই সে তার ফল ও সবজির উৎপাদন বৃদ্ধির জন্য কিছু পরিমাণ জমি কিনলো।

চাষাবাদের পাশাপাশি দুধ ও গোবর সারের জন্য সুমন উন্নত জাতের গবাদি পশু পালন করতে শুরু করে। এভাবেই সে তার অবস্থার আমূল পরিবর্তন করে এবং এক সফল ও সমৃদ্ধিশালী জীবনে পদার্পণ করে। সুমন অনেক বেকার যুবকদের জন্য এক উজ্জ্বল দৃষ্টান্তে পরিগণিত হয়েছে। যুব প্রশিক্ষণ প্রকল্পে যোগ দিয়ে এবং নতুন প্রযুক্তি প্রয়োগ করে সার্বিকভাবে কৃষি উন্নয়নে অংশ নেওয়ার জন্য সে দেশের যুব সমাজকে উৎসাহিত করে।

(Total: 25 marks)

Specific Mark Scheme of Q02 (Transmission - 15 Marks)

Below are some 10 key points that should be covered in the translation response. A mark of '13-15' should be awarded if at least '8-9' points are covered. '10-12' if 6-7 points covered, '7-9' if 4-5 points covered '4-6' if 2-3 points covered and '0-3' if just one point is covered:

- Shumon Ali's fame at present and his keys for success
- His family circumstances at his childhood
- Poverty compelled him to work for living
- He joined the Youth training programme.
- His employer was impressed due to his hard work
- He was trained in vegetable cultivation
- He got a lease of land in his village
- His new hands on knowledge led him to earn good profit
- Farming and dairy products together led him to success and prosper
- Shumon became a good role model for the unemployed youths

(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. Mark Scheme

7606 January 2010

Question	3 marks	2 marks	1 mark	Reject
(a)	<ul style="list-style-type: none"> ● “Get up quickly or you will be late for school,” mother said. ● Complete transmission with accurate language, such as মা বললেন, “তাড়াতাড়ি / জলদি ওঠো না হয় তোমার স্কুলে যেতে দেরি হয়ে যাবে” or similar ● Complete transmission including the speech mark with minor spelling errors, (one or two) such as: মা বললেন, “তারাতারি / জলদি ওঠো না হয় তোমার স্কুলে জেতে দেরি হয়ে যাবে” or similar 	<ul style="list-style-type: none"> ● Complete transmission without correct punctuation and speech mark, such as মা বললেন তাড়াতাড়ি / জলদি ওঠো না হয় তোমার স্কুলে যেতে দেরি হয়ে যাবে। ● major spelling errors, (three or more) which does not affect communication such as: ● মা ভললেন, “তারাতারি / জলদি ওঠো না হয় তোমার স্কুলে যেতে দেড়ি হয়ে জাবো” or similar ● Transmission with omission of either জলদি or ওঠো or স্কুলে or দেরি হবে or মা বললেন such as: ● মা বললেন, “ওঠো না হয় তোমার স্কুলে যেতে দেরি হয়ে যাবে” or ● মা বললেন, “ জলদি করো না হয় তোমার স্কুলে যেতে দেরি হয়ে যাবে” or 	<ul style="list-style-type: none"> ● partial / half transmission with omission of the punctuation and speech mark and or any two of the following: ● মা বললেন , জলদি ওঠো, স্কুলে যেতে, দেরি হয়ে যাবে or similar such as: ● মা বললেন, “কাপড় পরো না হয় তোমার স্কুলে যেতে ঠাণ্ডা লাগবো” or ● জলদি ওঠো, দেরি হয়ে যাবে similar 	<ul style="list-style-type: none"> ● Transmission is: totally out of context ● does not make sense at all ● if জলদি ওঠো + স্কুলে যেতে + দেরি হয়ে যাবে totally omitted, such as: মা বললেন, “খেয়ে নাও, না হয় তোমার ঘুমাতে দেরি হবে” or similar

		<ul style="list-style-type: none"> ● মা বললেন, “তাড়াতাড়ি / জলদি ওঠো না হয় তোমার দেরি হয়ে যাবে” or ● “তাড়াতাড়ি / জলদি ওঠো না হয় তোমার স্কুলে যেতে দেরি হয়ে যাবে” 		
(b)	<ul style="list-style-type: none"> ● How did you know that he would be coming tonight? ● Complete transmission with accurate language, such as: সে যে আজ রাতে আসবে তা তুমি কিভাবে / কেমন করে জানতে? or similar ● Complete transmission with minor spelling errors (one or two), such as: সে যে আজ রাতে আশবে তা তুমি কিভাবে / কেমন করে যানতে? 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"> ● সে যে আয রাতে আশবে তা তুমি কিভাবে / কেমন করে যানতে? or similar ● Transmission with omission of either সে or আজ রাতে or আসবে or কিভাবে or জানতে and or the ‘?’ such as: সে যে আসবে তা তুমি কিভাবে / কেমন করে জানতে or <ul style="list-style-type: none"> ● আজ রাতে আসবে তা তুমি কিভাবে / কেমন করে জানতে? 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"> ● সে / আজ রাতে / আসবে / কিভাবে জানতে?, or similar, such as: অুমি কিভাবে জানতে সে যাবে? or আজ রাতের কথা কি করে জানলে? or similar 	<ul style="list-style-type: none"> ● Transmission is: totally out of context does not make sense at all ● if আজ রাতে আসবে + কেমন করে জানতে or similar totally omitted, such as: <ul style="list-style-type: none"> ● সে রাগ করবে, তুমি বোঝ না? or similar

Question	3 marks	2 marks	1 mark	Reject
(c)	<ul style="list-style-type: none"> While she was sleeping, she rested her head on her mother's shoulder Complete transmission with accurate language, such as: ঘুমানোর / ঘুমাবার সময় সে / মেয়েটি তার মায়ের কাঁধে মাথা রাখলো। or similar Complete transmission with minor spelling errors (one or two), such as: গুমানোর / গুমাবার সময় মেয়েটি তার মায়ের কাঁধে মাতা রাখলো। or similar 	<ul style="list-style-type: none"> Complete transmission with major spelling errors, (three or more) which does not affect communication such as: গুমানোর / গুমাবার সময় মেয়েটি তার মায়ের কাঁধে মাতা রাখলো। or similar Transmission with omission of either ঘুমানোর সময় or মেয়েটি or মায়ের or কাঁধে or মাথা রাখলো such as: মেয়েটি তার মায়ের কাঁধে মাথা রাখলো or similar 	<ul style="list-style-type: none"> partial / half transmission with omission of any two of the following: ঘুমানোর সময় / মেয়েটি / মায়ের কাঁধে/ মাথা রাখলো and or transmitted in negative sense which affects communication, such as: মায়ের কাঁধে মাথা না রেখেই সে ঘুমানো or similar 	<ul style="list-style-type: none"> Transmission is: totally out of context does not make sense at all if ঘুমানোর সময় + কাঁধে মাথা রাখলো or similar totally omitted, such as: সে খাওয়ার সময় মায়ের হাত ধরলো or similar
(d)	<ul style="list-style-type: none"> I chose a picture that reminded me of my own country Complete transmission with accurate language, such as: আমি একটি ছবি পছন্দ করলাম যা আমাকে স্বদেশের / দেশের কথা মনে করিয়ে দিলো। or similar Complete transmission with minor spelling errors (one or two), such as আমি একটি ছবি পছন্দ করলাম যা আমাকে স্বদেশের / দেশের কথা মনে 	<ul style="list-style-type: none"> Complete transmission with major spelling errors, (three or more) which does not affect communication such as: আমি একটি ছবি পছন্দ করলাম যা আমাকে স্বদেশের / দেশের কথা মনে করিয়ে দিলো। or similar Transmission with omission of either আমি or ছবি or পছন্দ 	<ul style="list-style-type: none"> Partial / half transmission with omission of any two of the following: আমি / ছবি / পছন্দ করলাম / দেশের কথা / মনে করিয়ে দিলো or similar which affects communication, such as: আমি একটি গান শুনলাম যা আমাকে দেশের কথা মনে 	<ul style="list-style-type: none"> Transmission is: totally out of context + if একটি ছবি পছন্দ করলাম + দেশের কথা মনে করিয়ে দিলো or similar totally omitted, such as: একটি গান আমার মন

	করিয়ে দিলো। or similar	করলাম or দেশের কথা or মনে করিয়ে দিলো such as: আমি একটি গান পছন্দ করলাম যা আমাকে স্বদেশের / দেশের কথা মনে করিয়ে দিলো। or similar	করিয়ে দিলো or similar.	ছুঁয়ে গেলো or similar
--	-------------------------	--	-------------------------	------------------------

Question	3 marks	2 marks	1 mark	Reject
(e)	<ul style="list-style-type: none"> ● If we had taken a coach, it would have been cheaper. ● Complete transmission with accurate language, such as: আমরা যদি কোচে যেতাম তাহলে খরচ আরও কম হতো। <p>Complete transmission with minor spelling errors (one or two), such as আমরা যদি কচে জেতাম তাহলে খরচ আরও কম হতো। or similar</p>	<ul style="list-style-type: none"> ● Complete transmission with major spelling errors, (three or more) which does not affect communication such as: আমরা জদি কচে জেতাম তাহলে খরস আরও কম হতো। or similar ● Transmission with omission of either যদি or কোচে or যেতাম or খরচ or আরও কম or হতো such as: আমরা যদি বাসে যেতাম তাহলে খরচ আরও কম হতো। or similar 	<ul style="list-style-type: none"> ● Partial / half transmission with omission of any two of the following: যদি-তাহলে / কোচে যেতাম / আরও/ কম খরচ / হতো ● আমরা যদি কোচে যেতাম তাহলে সময় কম লাগতো। or similar which affects communication 	<ul style="list-style-type: none"> ● Transmission is: totally out of context does not make sense at all such as: গাড়িতে গেলে আরাম লাগতো

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.

Further copies of this publication are available from
International Regional Offices at www.edexcel.com/international

For more information on Edexcel qualifications, please visit www.edexcel.com
Alternatively, you can contact Customer Services at www.edexcel.com/ask or on + 44 1204 770 696

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH