

Mark Scheme (Results) Summer 2010

GCE O Level

GCE O Level Bengali (7606/01)

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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

Rabindranath Tagore, was the 14th child of Debendranath Tagore and Sarda Devi, He went to school early with his elder brothers and wrote his first verse at the age of eight. At the age of seventeen in 1878, he arrived in Brighton to join his brother's family and attend school there.

Though he was happy in Brighton, a family friend persuaded his brother to send him to London in getting benefit of being educated in the West. So, to obtain higher education, he arrived in London. London made a negative impression on him, He described as a city full of smokes, fog and pollution. Also, the people he described as jostling and were always in a hurry as part of their routine living

Arrangements were made to put him up in a lodging-house facing Regent's Park. Later he moved to the house of Mr. Scott, a professional coach, as a paying guest. Young Tagore joined London University where he attended Henry Morly's lectures in English literature and read Religion Medici and Shakespeare with him. He also visited the House of Parliament and listened to Gladstone and John Bight's debates on Ireland.

Tagore was lucky as the English family he was staying with, were very caring and friendly. He encountered some awkward circumstances initially though. Mr. and Mrs Scott's two daughters were not ready to tolerate the presence of an 'Indian 'in the family. However, they have been reassured by their parents that the guest was by all means harmless.

(Total: 25 marks)

Bengali translation of Q2

ঐহিকজন্ম বাসুন্ধর্য লুপ্তলুপ্তএ ঐখ তংগ্নল্লখসু ভণ্ডহরু ঘযল য়সও য়ধঢ়ুজ্জসু ইপণ্ড ঢ়ল্লযসু ল্লম য় ঐহাসও
ভ'হল ইখুহ ধগবও ঐখ গরু ললও ল্লল্লজ্জসু যলুবযজ্জপ্ৰযম্গুখ ফ্রম ল্লপ্ৰধ ঐযুয ঢ়ল্ল ল্লসুখযি যবাপ্ৰম্ৰময
স্বব্ব ইব্বঢ় / ঢ়াধি ইজ্জখব্ব স্পগয বাবও স্বব্বসুপ্প য়ল্লম ধুখসুল্ল

গুখম ল্লযব ঐয ঘধবম্ভধখ পঞ্চধম্ভধ ছম্ভজ্জসু স্বলুববল্লয স্মং উদ্ভজ স্পুখবভ্ৰুঠম মসখ, উহ্ম উহ্ম
পুসুৰুধু; স্মখব্ব স্মযুদিস স্মব খনু যম্ভধ যম্ভধ য়ল্লম খম্ভজ্জসু; ল্লয়সুয য়ল্লময ল্লসু ল্লং ভশ-গ্ন ল্লভক্রজ্জসু
পম্প-গ্ন /অযুফণ্ড য়ক্রজ্জসু ঢ়লমঢ়ু স্মখম্ব য়ুঁযুঁ ল্লপয ল্লপয স্মবেরুঁ স্বক্রজ্জসু

শ্ববল্লঠম ল্লফণ্ড ইঠুখ ভুংধঐ অক্রফশ- / ভ্রদভম ঐযমল্লম য় তংসুল্লবউ ল্লখল্লঠম স্ছক্টল্লনু স্তজ্জব স্মস ইঠুধঐ ঢ়য
শ্ববযয়ব ফ্রম ফ্রম স্মল্ল স্মসু ইল্লম ল্লংম স্বব্বসু হল্ট স্বব্বসুল, ""দুয়য, পুঁ খ্বববু" স্ছগ ভুংসু ১০ যজয য়দ্ধ ঐধুঠ স্মল্লম
ল'ব লমগু ব যসু পম্মীগম ল্লএ ধম ধমপণ্ড ভণ্ডখহ স্ভসু
ল্লংম স্বব্বসুৰুছ ব্ল্লধঐ ধম স্জুং ছুপ্ৰম ব্ল্লব্ব ঐখু ক্রজ স্ৰস স্ঘসুভ স্রল্লম স্মল্লপ্পসু
সঢ় খম্বত ল্লমল্লভধ খম্ভধ স্মসু, ""পুঁ খ্বম ঐঐ মাসুসুপ্পব স্বব্ব" উল্লভঢ় খম্বসুল, ""পুল ল্লধু?" স্মল্লঠ
উল্লম্ভপ্পসু, ""ভবম্ব ঠুখু, দুয়য়" ভঁঢ়ম য়ুঁয গুল্লম্ব য়ুঁখু ঠুখু স্তসুল্ল য়যসুল, ১৫ ঠুখম খনু ঐপ্প পম্মঠ ইঠুয
যম্ভঠ ইম দুসম ঢ়দ্বিভব খম্ভধ ধম গম্য খম্ম য়ু স্মল্লঠ স্মঢ়ল্লগ ইল্লখ ফবণ্ডযুপ স্বল্ল মস্ঠভ্লন ভ্রভল্লুত ৫
যজয য়দ্ধ ধম স্জুঠ ব্ল্লম্ব ল্লজ স্পক্কং স্মসু স্ঢ়যবাপ্পফ্রম্ব ব্ল্লখ ঠুখম স্বব্বঠ স্পগ্লসু ধমভম পম্মব্ব ঐখু
খুভ্রং ঠাখম্ব / বণ্ডখুঁয়ুঁ ল্লপয ঢ়য়ছুঁ ল্লজয ল্লঠম্ভপ্ৰখ স্পক্কং স্মসু

(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.

S No	3 marks	2 marks	1 mark	Reject
(a)	<ul style="list-style-type: none"> ● This is the street where my grandmother lived ● Complete transmission with accurate language, such as এই সেই রাস্তা যেখানে আমার নানী / দাদী বাস করতেন/থাকতেন or similar ● Complete transmission including the speech mark with minor spelling errors, (one or two) such as: ● এই সেই রাশতা যেখানে আমার নানী / দাদী বাশ করতেন। or similar 	<ul style="list-style-type: none"> ● Complete transmission without correct punctuation mark, such as এই সেই রাস্তা যেখানে আমার নানী / দাদী বাস করতেন ● Complete transmission with major spelling errors, (three or four) which does not affect communication such as: ● এই সেই রাশতা যেখানে আমার নানী / দাদী বাশ খরতেন। or similar ● Transmission with omission of either রাস্তা or যেখানে or নানী or বাস করতেন, such as: ● এই সেই বাড়ি যেখানে আমার নানী / দাদী বাস করতেন। or similar 	<ul style="list-style-type: none"> ● Partial / half transmission with omission of the punctuation mark and or any two of the following: ● এই সেই রাস্তা / যেখানে / আমার নানী / বাস করতেন। or similar such as: ● এই সেই রাস্তা যেখানে আমি সাইকেল চালাতাম or ● এই বাড়িতে আমার দাদী থাকতেন or similar 	<ul style="list-style-type: none"> ● Transmission is: totally out of context ● does not make sense at all ● if রাস্তা + যেখানে নানী + থাকতেন totally omitted, such as: ● এই বাড়িতে অনেক লোকজন আসতো or similar
(b)	<ul style="list-style-type: none"> ● Why don't you try in ringing the airport once more? ● Complete transmission with accurate language, such as: বিমানবন্দরে আর একবার ফোন করেই দেখো না? / দেখুন না? করো না? or similar ● Complete transmission with minor spelling errors (one or two), such as: ● বিমানভন্দরে আর একবার ফোন করেই দেখো না? or similar ● 	<ul style="list-style-type: none"> ● Complete transmission with a '?' and major spelling errors, (three or more) which does not affect communication such as: ● বিমানভন্দরে আড় একবার পোন করেই দেখো না? or similar ● Transmission with omission of either বিমানবন্দরে or আর একবার or ফোন করে or দেখো না and or the '?' such as: ● বিমানবন্দরে ফোন করেই দেখো না? or 	<ul style="list-style-type: none"> ● Partial / half transmission with omission of any two of the following: ● বিমানবন্দরে / আর একবার / ফোন করে / দেখো না?, or similar, such as: ● অফিসে ফোন করে দেখো না? or similar 	<ul style="list-style-type: none"> ● Transmission is: totally out of context does not make sense at all ● if বিমানবন্দরে + আর একবার + ফোন করো না or similar totally omitted, such as: ● তুমি কেন আমার সঙ্গে থাকো না? or similar

		● বিমানবন্দরে আর একবার ফোন করে দেখো? or similar	
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S No	3 marks	2 marks	1 mark	Reject
(c)	<ul style="list-style-type: none"> ● She smiled, waved and disappeared in the crowd. ● Complete transmission with accurate language, such as: মৃদু হেসে/ মেয়েটি হাত নাড়ালো এবং ভিড়ের মধ্যে অদৃশ্য হয়ে / মিলিয়ে গেলো। or মেয়েটি হাসলো, হাত নাড়ালো এবং ভিড়ের মধ্যে মিলিয়ে গেলো। or similar ● Complete transmission with minor spelling errors (one or two), such as: মৃদু হেসে মেয়েটি হাত নারালো এবং ভিড়ের মধ্যে অদিস্য হয়ে / মিলিয়ে গেলো। or similar 	<ul style="list-style-type: none"> ● Complete transmission with major spelling errors, (three or more) which does not affect communication such as: মৃদু হেসে মেয়েটি হাত নারালো এবং বিরের মধ্যে অদিস্য হয়ে গেলো। or similar ● Transmission with omission of either মৃদু হেসে or মেয়েটি or হাত নাড়ালো or ভিড়ের মধ্যে or মিলিয়ে গেলো। such as: মেয়েটি হাত নাড়ালো এবং ভিড়ের মধ্যে মিলিয়ে গেলো। or similar 	<ul style="list-style-type: none"> ● Partial / half transmission with omission of any two of the following ● মৃদু হেসে / মেয়েটি / হাত নাড়ালো/ ভিড়ের মধ্যে/ মিলিয়ে গেলো or similar which affects communication such as: ● সে ভিড়ের মধ্যে মিলিয়ে গেলো or similar 	<ul style="list-style-type: none"> ● Transmission is: totally out of context + ● if মৃদু হেসে + হাত নাড়ালো + মিলিয়ে গেলো or similar totally omitted, such as: ● সে ভিড়ের মধ্যে কান্নাকাটি করলো or similar
(d)	<ul style="list-style-type: none"> ● You would enjoy the enchanting sunset scene if you were here. ● Complete transmission with accurate language, such as: তুমি এখানে থাকলে সূর্যাস্তের মনোরম দৃশ্যটি উপভোগ করতে পারতে। or তুমি এখানে থাকলে অপরূপ সূর্যাস্তটি উপভোগ করতে পারতে। or similar ● Complete transmission with minor 	<ul style="list-style-type: none"> ● Complete transmission with major spelling errors, (three or more) which does not affect communication such as: তুমি এখানে থাকলে মনরম সূর্যাস্তটি উপভোগ করতে পারতে। or similar ● Transmission with omission of either এখানে থাকলে or সূর্যাস্ত or মনোরম or উপভোগ or করতে 	<ul style="list-style-type: none"> ● Partial / half transmission with omission of any two of the following: ● এখানে থাকলে / সূর্যাস্ত / মনোরম / or উপভোগ / করতে পারতে ● or similar which affects communication, such as: ● তুমি অপরূপ সূর্যাস্তটি উপভোগ করতে পারতে। or similar. 	<ul style="list-style-type: none"> ● Transmission is: totally out of context + ● if এখানে থাকলে + সূর্যাস্তের + মনোরম দৃশ্যটি + উপভোগ or similar totally omitted, such as: নদীর ঢেউ দেখলে তোমার

	spelling errors (one or two), such as তুমি এখানে থাকলে শুরজাস্তের মণরম দৃশ্যটি উপভোগ করতে পারতে। or similar	পারতে such as: তুমি সূর্যাস্তের মনোরম দৃশ্যটি উপভোগ করতে পারতে। or তুমি এখানে থাকলে সুন্দর সূর্যাস্তটি উপভোগ করতে পারতে। similar		ভয় লাগতো। or similar
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S No	3 marks	2 marks	1 mark	Reject
(e)	<ul style="list-style-type: none"> ● I never expected her to give in so easily ● Complete transmission with accurate language, such as: সে যে /মেয়েটি যে এত সহজে হার মানবে হেরে যাবে / মেনে নেবে সেটা আমি কখনও আশা করিনি ভাবিনি। ● Complete transmission with minor spelling errors (one or two), such as সে যে /মেয়েটি যে এত সহজে হার মানবে সেটা আমি কখনও আসা করিনি। or similar 	<ul style="list-style-type: none"> ● Complete transmission with major spelling errors, (three or more) which does not affect communication such as: ● যে /মেয়েটি যে এত সহজে হাড় মানবে সেটা আমি কখনও আসা করিনি। or similar ● Transmission with omission of either যে /মেয়েটি or এত সহজে/তাড়াতাড়ি or হার মানবে or কখনও or আশা করিনি such as: ● মেয়েটি ছেড়ে দেবে আমি কখনও আশা করিনি। or মেয়েটি যে এত সহজে দিয়ে দেবে কখনও আশা করিনি। similar 	<ul style="list-style-type: none"> ● Partial / half transmission with omission of any two of the following: ● মেয়েটি / এত সহজে / হার মানবে / কখনও / আশা করিনি such as: ● মেয়েটি যে এত সহজে বুঝে ফেলবে আশা করিনি। ● 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: ● তুমি গাইবে না চিন্তা করা যায় না

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.

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