

Mark Scheme (Results) January 2011

GCE O Level

GCE O Level Bengali (7606)

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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 flawless.
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: Q1 January 2011

All over the world, different societies observe different kinds of rules and etiquettes. The British have the reputation that they are very good at hiding their feelings and always appear composed and control. When British people use public transport, for instance, they don't even look at one another. When they meet face to face, they don't embrace one another. Usually at a first meeting people just shake hands. Even when they go to the theatre, the cinema or concerts, people keep their feelings well hidden. On the other hand, there are some features in the British society which may appear rather strange to outsiders. At the work place and in educational institutions people tend to call one another by their first names. In Bangladesh it would be a serious offence for a student to call his teachers by their first names but in Britain this is quite usual.

In their home lives too the British are rather formal. They consider it impolite to drop round to someone's house if you don't know the people very well and if you haven't phoned them beforehand. Also accepting an invitation to someone's house and then not returning up is considered quite rude. If there are any particular food items you don't want to eat, you have to let your host know about it beforehand in order to avoid embarrassment. According to British etiquette you should take some flowers and perhaps a small gift for your hosts

if you want to stay with a British family, you have to observe the various rules of the house. You are expected to be present at meal times. If you do not require a meal or detained somewhere for some reason, you have to let the family know. British people do their own house work and do not rely on others to do it for them. When people come from Bangladesh to Britain for higher education or for work, this self-reliance of the British people as well as their customs often need a bit of getting used to.

(Total: 25 marks)

Bengali Translation: Q2 January 2011

অফিসের জন্য তৈরি হতে হতে মৌসুমী বাবার কথা গভীরভাবে চিন্তা করছিলো। চাকরী থেকে অবসর নেওয়ার পর মনে হয় বাবা নিঃসঙ্গ হয়ে পড়েছেন। বেশির ভাগ সময় তিনি নিজের মধ্যে ডুবে থাকেন। খবরের কাগজ পড়েন। কখনও চিন্তিতভাবে পায়চারী করেন। বাবা কী এত চিন্তা করেন ভেবে অবাক হয় মৌসুমী। ভীষণ তবে কি বাবা তার বিয়ের কথা ভাবছেন?

“অফিসে যাচ্ছে না?” হঠাৎ চমকে উঠলো মৌসুমী। সে তাকিয়ে দেখে মা চায়ের পেয়ালা হাতে তার পেছনেই দাঁড়িয়ে আছেন। হাসিমুখে সে মায়ের শাড়ির আঁচল চেপে ধরলো। মা চুপচাপ তার পাশে বসলেন। আদর করে মৌসুমীর চুলে হাত বুলিয়ে বললেন, “অফিস থেকে একটু তাড়াতাড়ি এসো। ওরা যে আজ সন্ধ্যায় তোমাকে দেখতে আসবে, মা!” মায়ের কোমল স্বর শুনে মৌসুমী চোখে পানি এসে গেলো।

চোখ তুলে মৌসুমী বললো, “আমাকে বাদ দিয়ে আমার ছোট টুনটুনিকে বিয়ে দিয়ে দাও না কেন, মা?” “হ্যাঁ, তা দিতে পারি, তবে বেশির ভাগ বাবা-মা একটা বিষয়ে চিন্তা করেন, এবং সেটা হলো মেয়েদের যোগ্য বয়সে বিয়ে দিয়ে যোগ্য পাত্রের হাতে তুলে দেওয়া।”

মৌসুমী কতক্ষণ কিছু যেন চিন্তা করলো। তারপর আয়নার সামনে দাঁড়িয়ে তার শাড়ি ঠিক করতে লাগলো। মুখে হাল্কা প্রসাধন লাগিয়ে বিছানার ওপর থেকে তার হাতব্যাগটা নিয়ে নিল। দরজার কাছে যেতেই মা বলে উঠলেন, “কিছু খাওনি কেন?” মৌসুমী কোনো উত্তর না দিয়ে মাথা নিচু করে ঘর থেকে বের হয়ে গেলো। এমনিতেই দেরি হয়ে গেছে, তাই তাড়াহুড়া করে সে অফিসে রওয়ানা দিলো।

(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.

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Question	3 marks	2 marks	1 mark	Reject
(a)	<ul style="list-style-type: none"> ● Why are you hiding all these difficulties from me? ● Complete transmission with accurate language, such as এসব অসুবিধা/ এই সমস্যাগুলো তুমি কেন আমার কাছে সব লুকাচ্ছে? or similar ● Complete transmission including the question mark with minor spelling errors, (one or two) such as: ● এসব অসুবিদা/সমসাগুলো তুমি কেন আমার কাছে লুকাচ্ছে? or similar 	<ul style="list-style-type: none"> ● Complete transmission without question mark, such as এই সেই এসব অসুবিধা/সমস্যাগুলো তুমি কেন আমার কাছে লুকাচ্ছে ● Complete transmission with major spelling errors, (three or four) which does not affect communication such as: ● এসভ অসুবিদা/সমসাগুলো তুমি কেন আমার কাছে লুকাছো or similar ● Transmission with omission of either এসব or অসুবিধা/সমস্যা or আমার কাছে or কেন or লুকাচ্ছে; such as: ● এসব কথাবার্তা তুমি কেন আমার কাছে লুকাচ্ছে? or similar 	<ul style="list-style-type: none"> ● Partial / half transmission with omission of the punctuation mark and or any one of the following: ● এসব অসুবিধা/সমসাগুলো/ ষক্ষ কেন আমার কাছে লুকাচ্ছে or similar such as: ● আমার কাছে কেন কথা লুকাচ্ছে? or ● এসব অসুবিধার কথা কেন লিখেছো? or similar 	<ul style="list-style-type: none"> ● Transmission is: totally out of context ● does not make sense at all ● if সব + অসুবিধা+ কেন + আমার কাছে + লুকাচ্ছে totally omitted, such as: ● এই কথাটা না বললে হতো না or similar

Question	3 marks	2 marks	1 mark	Reject
(b)	<ul style="list-style-type: none"> ● Either Kiron or Laila has the wedding photographs. ● Complete transmission with accurate language, such as: বিয়ের ছবিগুলো কিরন অথবা লায়লার কাছে আছে। or similar ● Complete transmission with minor spelling errors (one or two), such as: ভি়ের ছবিগুলো কিরন অতবা লায়লার কাছে আছে। or similar 	<ul style="list-style-type: none"> ● Complete transmission with major spelling errors, (three or four) which does not affect communication such as: ভি়ের ছবিগুলো কিরন অতবা লায়লার কাছে আছে। or similar ● Transmission with omission of either বিয়ের or ছবিগুলো or কিরন or অথবা or লায়লার কাছে or আছে such as: ছবিগুলো কিরন অথবা লায়লার কাছে আছে। or বিয়ের ছবিগুলো কিরন অথবা লায়লার। 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"> ● বিয়ের / ছবিগুলো / কিরন / অথবা / লায়লার যক্ষ কাছে, or similar, such as: ● বইগুলো কিরন অথবা লায়লার কাছে। or similar 	<ul style="list-style-type: none"> ● Transmission is: totally out of context does not make sense at all ● if বিয়ের + ছবিগুলো কিরন + অথবা + লায়লার + কাছে or similar totally omitted, such as: <ul style="list-style-type: none"> ● বাজারের থলি রান্নাঘরে আছে or similar

Question	3 marks	2 marks	1 mark	Reject
(c)	<ul style="list-style-type: none"> ● The thief managed to escape even though the police were watchful. ● Complete transmission with accurate language, such as: পুলিশের পাহারা / পুলিশ থাকা সত্ত্বেও চোরটি পালাতে সক্ষম হয়েছে / হলো। or similar ● Complete transmission with minor spelling errors (one or two), such as: পুলিশের পাহাড়া থাকা সত্ত্বেও চোরটি পালাতে সক্ষম হয়েছে / পালিয়েছে or similar 	<ul style="list-style-type: none"> ● Complete transmission with major spelling errors, (three or more) which does not affect communication such as: পুলিশের পাহাড়া তাকা সত্ত্বেও চোরটি পালাতে সক্ষম হয়েছে। or similar ● Transmission with omission of either পুলিশের or পাহারা or সত্ত্বেও or চোরটি or পালাতে or সক্ষম হয়েছে such as: বাড়িতে পাহারা থাকা সত্ত্বেও চোরটি পালাতে সক্ষম হয়েছে। or similar 	<ul style="list-style-type: none"> ● Partial / half transmission with omission of any two of the following ● পুলিশের / পাহারা / সত্ত্বেও / চোরটি / পালাতে / সক্ষম হয়েছে or similar which affects communication such as: ● বাড়িতে পাহারা থাকা সত্ত্বেও ছেলেটি পালাতে সক্ষম হয়েছে or similar 	<ul style="list-style-type: none"> ● Transmission is: totally out of context + ● if পুলিশের + পাহারা + সত্ত্বেও + চোরটি পালাতে + সক্ষম হয়েছে or similar totally omitted, such as: ● ছেলেটি বকাবকি সত্ত্বেও চলে গেলো। or similar

Question	3 marks	2 marks	1 mark	Reject
(d)	<ul style="list-style-type: none"> ● The head teacher shouted, "Stop fighting, otherwise you will be punished." ● Complete transmission with accurate language, such as: "মারামারি বন্ধ করো, অন্যথায় তোমরা শাস্তি পাবে," প্রধান শিক্ষক আদেশ/ধমক দিলেন। or similar ● Complete transmission with minor spelling errors (one or two), such as "মাড়ামাড়ি বন্ধ করো, অন্যথায় তোমরা সাসতি পাবে," প্রধান শিক্ষক আদেশ দিলেন। or similar 	<ul style="list-style-type: none"> ● Complete transmission with major spelling errors, (three or more) which does not affect communication such as: ● "মাড়ামাড়ি বন্ধ করো, অন্যথায় তোমরা সাসতি পাবে," প্রধান শিক্ষক আদেশ দিলেন। or similar ● Transmission with omission of either মারামারি or বন্ধ করো or অন্যথায় or শাস্তি পাবে or প্রধান শিক্ষক or আদেশ দিলেন such as: "বকাবকি বন্ধ করো, অন্যথায় তোমরা শাস্তি পাবে," প্রধান শিক্ষক আদেশ দিলেন। or "মারামারি বন্ধ করো, অন্যথায় তোমরা শাস্তি পাবে," বাবা আদেশ দিলেন। or similar 	<ul style="list-style-type: none"> ● Partial / half transmission with omission of any two of the following: ● মারামারি বন্ধ করো / অন্যথায় শাস্তি পাবে / প্রধান শিক্ষক or আদেশ দিলেন ● or similar which affects communication, such as: ● "মারামারি বন্ধ করো," বাবা আদেশ দিলেন। or similar. 	<ul style="list-style-type: none"> ● Transmission is: totally out of context + ● if মারামারি বন্ধ করো+ অন্যথায় শাস্তি পাবে + প্রধান শিক্ষক + আদেশ দিলেন ● or similar totally omitted, such as: "টিভি বন্ধ করে ঘুমিয়ে পড়ো," মা বললেন। or similar

Question	3 marks	2 marks	1 mark	Reject
(e)	<ul style="list-style-type: none"> ● I knew by her face that she would never forgive me. ● Complete transmission with accurate language, such as: মেয়েটির / তার মুখ/ভাব/চেহারা দেখেই জেনে/বুঝেছিলাম যে সে আমাকে কখনও ক্ষমা করবে না। ● Complete transmission with minor spelling errors (one or two), such as সে তার /মেয়েটির মুক দেখেই জেনে/বুঝেছিলাম যে সে আমাকে কখনও খমা করবে না। 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"> ● তার মুক দেখেই বুজেচিলাম যে সে আমাকে ককনও খমা করবে না। or similar Transmission with omission of either তার / মেয়েটির or মুখ দেখে or জেনেছিলাম or আমাকে or কখনও or ক্ষমা করবে না such as: <ul style="list-style-type: none"> ● মেয়েটির চোখ দেখে বুঝেছিলাম সে কখনও আমাকে ক্ষমা করবে না। 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"> ● মেয়েটির / মুখ দেখে / বুঝেছিলাম / আমাকে / কখনও / ক্ষমা করবে না such as: মেয়েটির কথায় জানলাম সে ক্ষমা করবে না। or similar 	<ul style="list-style-type: none"> ● Transmission is: totally out of context ● does not make sense at all such as: <ul style="list-style-type: none"> ● সে আমার কাছে ক্ষমা পাবে না। 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	<p>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.</p> <p>A coherent piece of writing which is pleasant to read.</p>
13-16	<p>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.</p> <p>May be a little pedestrian and predictable or somewhat over-ambitious at times.</p>
9-12	<p>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.</p>
5-8	<p>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.</p>
1-4	<p>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.</p>
0	<p>No language worthy of credit.</p>

	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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