
A-level
BENGALI
7637/1

Paper 1 Reading and Writing

Mark scheme

June 2020

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2020 AQA and its licensors. All rights reserved.

Section A

Comprehension questions to be answered in target language but with no AO3 marks

Where the natural answer to a question consists entirely or partly of words or phrases from the text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu.	Accept	Mark	Notes
01.1	Any 2 from 3 - গরিবের মতো (1) - গাড়ি-ঘোড়া ছিলো না/শুধু একটা পালকি ছিলো (1) - পরনের কাপড় ছিলো সাদাসিধা (1)	2	Accept: অবস্থা নিচে নেমেছিলো রোজকার কাপড়/সাদামাটা

Qu.	Accept	Mark	Notes
01.2	The following or similar চাকরদের থাকার জায়গায় (1)	1	Accept: আস্তানায়

Qu.	Accept	Mark	Notes
01.3	Any 3 from 4 - মুখটায় কাঁচাপাকা গোঁফ (1) - মুখের চামড়ায় টান পড়া (1) - গম্ভীর/উগ্র মেজাজ (1) - কর্কশ স্বরে/গলায় কথা বলে (1)	3	Accept: খোঁচা দাড়ি-গোঁফ চামড়া কুঁচকানো মেজাজী নীরস

Qu.	Accept	Mark	Notes
01.4	The following 2 or similar - পড়তে না চাইলে মা কিছু মনে করতেন না/পড়ার জন্য জোর করতেন না/শিক্ষককে বিদায় করে দিতেন (1) + এখনকার মায়েরা কড়া/পড়ার জন্য জোরাজুরি/ বকাবকি করেন (1)	2	Accept: মা হাসতেন/মনে করতেন বেশি ক্ষতি হবে না/মূল্য দিতেন না

			জোর করেন/বকেন/ মূল্য দেন
--	--	--	-----------------------------

Summary question

Qu	Accept	Mark	Notes
02	Bullet 1 Any 2 from 3 - প্রতিটা মেশিনে অল্প সময়ে অনেক ভোট নেওয়া যায় (1) - প্রত্যেক ভোটের শুধু একবারই ভোট দিতে পারে (1) - সিল মারার বদলে শুধু বোতাম টিপতে হয় (1)	2	Accept: একেকটা মেশিনে প্রচুর ভোট গ্রহণ করা যায় ভোট চুরি করা যায় না/সহজেই ভোট দেওয়া যায়
	Bullet 2 The following 2 or similar - একই মেশিনে একাধিক নির্বাচন সম্ভব (1) - ভোট গণনা করতে খুব কম সময় লাগে (1)	2	Accept: অল্প সময়ে ভোট গণনা শেষ হয় এক মেশিনে বেশ কয়েকটা নির্বাচন করা যায়
	Bullet 3 The following 3 or similar - ভোটকেন্দ্রে দলীয় লোকজন ঢুকে পড়ে এবং পোলিং এজেন্টদের বের করে দেয় (1) - নতুনভাবে প্রোথামিং করে ভোট চুরি করে/নির্বাচনের ফলাফল পাল্টে দেয় (1) - নকল স্মার্ট কার্ড দিয়ে বেআইনীভাবে ভোট দেয় (1)	3	Accept: ভোটকেন্দ্রে দলীয় নেতাকর্মীদের হুমকি নকল কার্ডে ভোট দেওয়া

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words or are partly or wholly lifted from the text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

***Generic example of 'lifted' language:**

1

Text includes *Having finished her studies, she became a doctor.*

Summary task includes the bullet point • *What she did before becoming a doctor*

Correct answer is *She studied*

Student writes in response to that bullet point *Having finished her studies, she became a doctor*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

2

Text includes ... *because computers will replace teachers*

Summary task includes the bullet point • *Technological changes anticipated*

Correct answer is *Computers will replace teachers* or, to demonstrate successful manipulation *Teachers will be replaced by computers*

Student writes in response to that bullet point *because computers will replace teachers*

No credit for AO1 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect but close to correct spellings.

Serious errors include:

incorrect verb forms especially irregular forms and incorrect use of pronouns.

Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity

connectives supporting a range of subordinate clauses including those requiring subjunctive

constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

Mark	AO3 quality of language marks in reading summary tasks
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Qu	Accept	Mark	Notes
03.1	T / স = সত্য	1	

Qu	Accept	Mark	Notes
03.2	NT / ? = উল্লেখ নেই	1	

Qu	Accept	Mark	Notes
03.3	T / স = সত্য	1	

Qu	Accept	Mark	Notes
03.4	NT / ? = উল্লেখ নেই	1	

Qu	Accept	Mark	Notes
03.5	T / স = সত্য	1	

Qu	Accept	Mark	Notes
03.6	F / মি = মিথ্যা	1	

Qu	Accept	Mark	Notes
03.7	F / মি = মিথ্যা	1	

Qu	Accept	Mark	Notes
04.1	The following or similar বিশ্বায়ন/যোগাযোগ ব্যবস্থার উন্নতি/গণমাধ্যমের প্রচারণা (1)	1	প্রযুক্তির প্রভাব

Qu	Accept	Mark	Notes
04.2	The following 2 or similar - ধুতি/লুঙ্গি/শাড়ি পরতেন (1) - গহনায় অঙ্গসজ্জা করতেন (1)	2	অলঙ্কার

Qu	Accept	Mark	Notes
04.3	The following 2 or similar - তারা পশ্চিমা মুসলমানদের মতো আচকান, টুপি ও পাগড়ি পরতেন (1) - তাদের পোশাকে প্রকাশ পেতো ধর্মীয় অনুশাসন/রক্ষণশীলতা (1)	2	আবহাওয়া নির্ভর/লম্বা পোশাক

Qu	Accept	Mark	Notes
04.4	Any 2 from 3 - প্রয়োজনে মহিলাদেরকে প্রায়ই (বাড়ির) বাইরে যেতে হয় (1) - জন-যানবাহনগুলো শাড়ি পরে চলাফেরা করার উপযোগী নয় (1) - স্বনির্ভর মহিলারা/ কমবয়সীরা/শহরের মহিলারা তাঁদের নিজস্ব রুচি/পছন্দ অনুযায়ী পোশাক পরছেন (1)	2	শাড়ি পরে বাসে ট্রেনে উঠতে অসুবিধা হয়

Qu	Accept	Mark	Notes
04.5	The following or similar এখনকার মেয়েরা চুল ছোটো করে কাটে/সামনে চুল কেটে বিশেষভাবে আঁচড়ায় (1)	1	চুল খাটো করে

Question 5**Translation into English**

Acceptable quality of English in translations into English.

Errors in spelling

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted.

Alternative answers

Examiners will be provided with a range of alternative answers in mark schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

Successful translation

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Qu			
05	The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 10 marks.		
Box		Accept	Reject
1	আমার বয়স তখন এগারো বছর।	I was 11 years old at that time.	Very little
2	বাবা কাজ করতেন ঢাকায়।	My father used to work in Dhaka.	Verb in wrong tense
3	মা আর বোনের সাথে	With my mother and my sister,	With cousins
4	আমি আমাদের গ্রামের বাড়িতে থাকতাম।	I used to live in our house in the village.	We lived in the city
5	আমাদের বাড়িটা ছিলো পুরনো।	Our house was very old.	Our sitting room
6	তাতে ছিলো টিনের চাল	There was a tin roof.	Old bed
7	এখানে ওখানে বড়ো বড়ো ছিদ্র।	There were big holes here and there.	There were big insects
8	বৈশাখের এক রাতে	On one night in the Baishakh	On one stormy night
9	মায়ের সাথে আমরা ঘুমিয়ে পড়ি	we slept with mother.	We sat with mother
10	মধ্যরাতে হঠাৎ ঝড় শুরু হলো।	Suddenly a storm had started at midnight.	

11	প্রবল বেগে বাতাস,	There was gusty wind,	Breeze
12	সেইসাথে মুষলধারে বৃষ্টি ও বজ্রপাত।	along with heavy rain and thunderbolt.	Thunderstorm
13	একটা আমগাছের ডাল	A branch of the mango tree	A trunk
14	প্রচণ্ড শব্দে টিনের চাল ভেঙ্গে পড়লো।	had fallen on the tin roof with a terrible noise.	The tin roof was broken
15	আমাদের ঘুম ভেঙে গেলো।	We woke up.	It made us angry
16	ভয়ে আমরা মাকে জড়িয়ে ধরলাম।	We got scared and cuddled our mother.	We cuddled mum with joy
17	ফুটো দিয়ে বৃষ্টি পড়ায় আমরা সবাই ভিজে যাচ্ছিলাম।	We got drenched in the rainwater coming through the holes.	We played in the rainwater
18	মা আমাদের চৌকির মাঝখানে বসিয়ে	Mother made us sit in the middle of the bedstead	On the floor
19	একটা মোটা কাঁথা দিয়ে ঢেকে দিলেন।	and covered us with a thick quilt.	Wrapped with a paper
20	কখন যে মায়ের কোলে ঘুমিয়ে পড়লাম টেরই পেলাম না।	We did not realise when we had fallen asleep on our mother's lap.	We woke up

[10 marks]

Section B Research project Questions 6-9**Assessment Objectives 2, 3 and 4****Level of response marking instructions**

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Assessment criteria

Each assessment objective should be assessed independently.

Students are advised to write approximately 300 words per essay. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

Assessment Objective 2

Mark	AO2
9–10	Very good evaluation of the research topic The relevant information from the written source material has been fully understood. This information is consistently linked to research findings to form appropriate arguments and conclusions.
7–8	Good evaluation of the research topic Most of the relevant information in the written source material has been clearly understood. This information is often linked to research findings to form appropriate arguments and conclusions.
5–6	Reasonable evaluation of the research topic Some of the relevant information in the written source material has been understood. This information is sometimes linked to research findings to form appropriate arguments and conclusions.
3–4	Limited evaluation of the research topic A limited amount of relevant information in the written source has been understood. This information is occasionally linked to research findings to form appropriate arguments and conclusions.
1–2	Very limited evaluation of the research topic A very limited amount of the relevant information in the written source has been understood. This information is rarely if ever linked to research findings to form appropriate arguments and conclusions.
0	The student produces nothing worthy of credit.

For guidance on the evaluation of the written source in relation to the research findings, examiners are advised to refer to the indicative content for AO4.

AO2 marks should be awarded for the success with which students have demonstrated their understanding of the written source provided and linked information in that source to their research findings. For examples, see items marked 'AO2' in indicative content.

Assessment Objective 3

AO3	
9–10	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
7–8	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
5–6	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
3–4	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1–2	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect but close to correct spellings.

Serious errors include:

incorrect verb forms especially irregular forms and incorrect use of pronouns.

Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity

connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles.

Assessment Objective 4

Research project essay		AO4
Mark	Descriptors	
17–20	Excellent critical and analytical response Excellent knowledge and understanding of the research topic covered in the essay. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of the research topic.	
13–16	Good critical and analytical response Good knowledge and understanding of the research topic covered in the essay. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the research topic.	
9–12	Reasonable critical and analytical response Reasonable knowledge and understanding of the research topic covered in the essay. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the research topic.	
5–8	Limited critical and analytical response Some knowledge and understanding of the research topic covered in the essay. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the research topic.	
1–4	Very limited critical and analytical response A little knowledge and understanding of the research topic covered in the essay. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the research topic.	
0	The student produces nothing worthy of credit in response to the question.	

0 6

Research topic: The role of women in Bengali society

Women empowerment

[40 marks]

Indicative content

The indicative content is neither prescriptive nor exhaustive.

- The concept of women empowerment in the Bangladesh (AO2).
- Gender equality and the status of women (AO2).
- The increasing contribution of women in every sphere of the society (AO2).
- Initiatives taken by the Government to promote women empowerment (AO2).
- The financial aid from the World Bank and the role of NARI (AO2).

Additional points of indicative content

- Self-reliance – a belief of women in Bengali society.
- Thoughts of women about working outside the home.
- A debate on women's self-respect and equality of rights
- Ways of encouraging young women towards empowerment
- Connecting women's domestic life to their working life

0 7

Research topic: Child labour in Bengali society

Eradicate child labour and establish children's rights

[40 marks]

Indicative content

The indicative content is neither prescriptive nor exhaustive.

- Issues about child labour in Bangladesh and West Bengal (AO2).
- The history of child labour and the fear generated as defined by the ILO (AO2).
- Educational, financial and social issues followed by the child labour (AO2).
- Government initiative to facilitate children's rights and support CRC (AO2).
- International appeal to establish a National Child Labour Welfare Council (AO2).

Additional points of indicative content

- Nature of work these children are undertaking in Bangladesh and Bengal.
- Issues and concerns regarding these children's formal education.
- Consequences of not obtaining formal education.
- Initiative taken at the Government level to eradicate child labour.
- International perspective against child labour in the Bengali-speaking societies.

0	8
---	---

Research topic: Tourism in Bengali-speaking countries

Impact of tourism in the Bengali society

[40 marks]**Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- Tourist attractions in the Bengali-speaking countries and its limitations (AO2).
- Factors behind the exploration of tourist attractions (AO2).
- Impact of tourism in Bangladesh and benefits it brings for the local communities (AO2).
- Tourist infrastructure and its negative consequences (AO2).
- A way forward to promote tourism in Bangladesh (AO2).

Additional points of indicative content

- Main tourist attractions in Bangladesh and West Bengal.
- Reasons for increasingly attracting the world's tourists.
- Tourism and its impact on the new generation in Bengali society.
- Tourist infrastructure and retention of Bengali culture.
- Promoting tourism globally using the new technology.

0	9
---	---

Research topic: Emergence of Bangladesh

Liberation war in Bangladesh

[40 marks]**Indicative content**

The indicative content is neither prescriptive nor exhaustive.

- The liberation war of Bangladesh and the main causes behind it (AO2)
- The cancellation of the 1970's election by the Military Government in Pakistan (AO2)
- The mass revolt against the ruling body of Pakistan (AO2).
- The mass killing in East Pakistan in March 1971 by the Pakistani Army (AO2).
- The liberation struggle and the role of the Mukti Bahini in the emergence of Bangladesh (AO2).

Additional points of indicative content

- The inspirations of Liberation Movement on the new generations.
- Beginning of the Liberation Movement.
- The regional disparity and the cultural differences.
- Inspirational speech of Bangobondhu and the revolt of the Bengalis.
- Genocide by the Army Government and the role of Mukti Bahini to liberate the country.