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A-level  
**BENGALI**  
**7637/2**

Paper 2 Writing

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Mark scheme

June 2020

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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](http://aqa.org.uk)

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## 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.

<b>AO3</b>	
17–20	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.
13–16	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.
9–12	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.
5–8	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.
1–4	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  
 incorrect genders and consequential errors of agreement  
 incorrect or missing accents unless these alter the meaning.

**Serious errors include:**

incorrect verb forms especially irregular forms  
 incorrect use of pronouns  
 missing or incorrect agreements of adjectives or past participles.

**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.

<b>AO4</b>	
17–20	<p><b>Excellent critical and analytical response to the question set</b>            Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
13–16	<p><b>Good critical and analytical response to the question set</b>            Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
9–12	<p><b>Reasonable critical and analytical response to the question set</b>            Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
5–8	<p><b>Limited critical and analytical response to the question set</b>            Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
1–4	<p><b>Very limited critical and analytical response to the question set</b>            A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
0	The student produces nothing worthy of credit in response to the question.

**Annotations for essay marking:**

Tick = content point considered in award of AO4 mark

REP = repetition

? = unclear

IRRL = irrelevant

SEEN = examiner has seen the page (where no other annotations appear)

**Section A: Books****0 1****Rabindranath Tagore: *Golpo Guccho*****Either****0 1****. 1**

রবীন্দ্রনাথ ঠাকুরের গল্পে পুরুষ ও নারীর যে ভালোবাসার সম্পর্ক গড়ে উঠেছে তোমার পড়া  
রবীন্দ্রনাথের দুটি গল্প নিয়ে তা বিশ্লেষণ করে বুঝিয়ে লেখো।

**[40 marks]****Possible content**

- Describe how the love between a man and women had occurred.
- Emotional aspects of the protagonist.
- Emotional differences between the protagonist and the men.
- Describe the consequences of man's betrayal on the protagonist's emotion.
- The ultimate sacrifice of the protagonist made as a result of the betrayal.

**or****0 1****. 2**

রবীন্দ্রনাথ ঠাকুরের গল্পে কিশোর-কিশোরীদের জীবনের কাহিনী রবীন্দ্রনাথ যেভাবে ফুটিয়ে তুলেছেন  
তোমার পড়া একটি গল্প অবলম্বনে তা আলোচনা করো।

**[40 marks]****Possible content**

- Analyse the characters of the young boys and girls as depicted in the book.
- Describe how the love between them had occurred.
- Emotional aspects of the protagonist.
- Emotional differences between the young girl and a man.
- Describe the consequences of the protagonist's emotion.
- The ultimate sacrifice of the protagonist.

0 2

**Kazi Nazrul Islam: *Sanchita***

**Either**

0 2 . 1

কবি নজরুল ইসলাম তাঁর কবিতায় নারীর অধিকার প্রতিষ্ঠার দাবি উচ্চকণ্ঠে ঘোষণা করেছেন – তোমার পড়া তাঁর কবিতা অবলম্বনে এই উক্তিটির স্বপক্ষে তোমার মতামত দাও।

**[40 marks]**

**Possible content**

- Poet's main focus was women's rights.
- How women are portrayed in the poems.
- Analysis of traditional nature of male dominance over women.
- Division of work between men and women in the old culture and customs.
- How these days women work equally with men.

**or**

0 2 . 2

নজরুলকে বিদ্রোহী কবি বলা হয়। নজরুলের বিভিন্ন কবিতা থেকে উদ্ধৃতি দিয়ে এই বক্তব্যের যথার্থতা প্রমাণ করো।

**[40 marks]**

**Possible content**

- Describe Nazrul's views over freedom.
- Describe how he became a revolutionary.
- Impact of his writings on independence.
- People's inspiration towards freedom of a nation.
- His revolutionary actions had led him to be imprisoned.

**0 3****Syed Waliullah: *Laalshalu*****Either****0 3****1**

সৈয়দ ওয়ালিউল্লাহ তাঁর “লালসালু” উপন্যাসে গ্রামবাসীদের মধ্যে যে কুসংস্কার ফুটিয়ে তুলেছেন তার প্রেক্ষিতে এই উপন্যাসের নামকরণের সার্থকতা ব্যাখ্যা করো।

**[40 marks]****Possible content**

- How Majid, the protagonist of the novel, moved in the village, Muhammad Nagar, and his background.
- Depiction of the village at the time.
- Majid's crooked ambition.
- How the innocent village people were influenced and deceived by Majid.
- How Majid got a rich man of the village on his side and was helped by him.
- How the people of the village fell victim and their disastrous lives afterwards.
- How the truth of Majid's crooked action was revealed.

**or****0 3****2**

সৈয়দ ওয়ালিউল্লাহ তাঁর “লালসালু” উপন্যাসে মজিদ চরিত্রটি গ্রামের গরীব ও অশিক্ষিত মানুষদের যেভাবে অন্ধবিশ্বাসে আকৃষ্ট করেছে তা বিশ্লেষণ করো।

**[40 marks]****Possible content**

- Depiction of the village at the time the protagonist, Majid, lived there.
- How the village people lived their lives.
- Religious beliefs of the people of the village, Muhammad Nagar.
- How Majid used religious beliefs as a way of changing the way of life of the villagers.
- Effort of the school establishment to educate the village people, which was unsuccessful.
- How the village people were manipulated by the religiously fake and strange man.
- What happened to the people of the village in the end.



**Section B: Films**

**0 4**

***Londoni Konya: Shakoor Majid***

**Either**

**0 4 . 1**

ব্রিটেনে বেড়ে-ওঠা জরী এবং বাংলাদেশের হামিদ মাষ্টারের সম্পর্ক কীভাবে জরীর জীবনকে প্রভাবিত করেছে তা বিশ্লেষণ করো।

**[40 marks]**

**Possible content**

- Description of the cultural life of Britain and the rural people of Bangladesh.
- Explain the struggling life of the protagonist, Jori as she adapts to life in Bangladesh.
- How Jori was brought up and her attitude towards marriage.
- Difference between Jori's choice and her parents'.
- Jori's parents were always looking for a bigger dowry and who could offer the most to marry her.
- Your agreement/disagreement with the characters, using examples from your own life to support this.

**or**

**0 4 . 2**

লন্ডনী কন্যা ফিল্মে বাবা-মায়ের পছন্দের বিয়ের প্রতি যে বিভিন্ন ধরনের দৃষ্টিভঙ্গি দেখানো হয়েছে তা আলোচনা করো।

**[40 marks]**

**Possible content**

- Portrayal of arranged marriage in the film.
- Concerns of parents for their daughters while they are growing up.
- How children's lifestyle has changed these days.
- Differences in attitude and behaviour between parents and children.
- How parents' greediness leads to girls being trapped in unhappy marriages.
- Marriage should be a relationship built on mutual understanding.

0 5

**Amaar Bondhu Rashed: Morshedul Islam**

Either

0 5

1

“আমার বন্ধু রাশেদ” ফিল্মে রাশেদ ও তার বন্ধুরা মুক্তিবাহিনীকে সহায়তা করে দেশ স্বাধীন করার ব্যাপারে যে অবদান রেখেছে তা বিশ্লেষণ করে একটি প্রবন্ধ লেখো।

[40 marks]

**Possible content**

- Brief background of Bangladesh before independence.
- War, cruelty and exploitation of people by the ruling government.
- How war affected people’s attitude towards the government.
- How the protagonist Rashed was influenced to join the freedom fighters.
- How the freedom fighters played their role in the movement towards independence of their country.
- How the young freedom fighters grouped together.
- How they fought and gained independence for their country.
- The great sacrifices the freedom fighters made – the loss of wealth and ultimately lives.
- Recognition of freedom fighters as heroes of the country and how they will be remembered.

or

0 5

2

“আমার বন্ধু রাশেদ” ফিল্মে রাশেদ আজকের নতুন প্রজন্মের কাছে একটি অনুপ্রেরণা – এই কথাটির সাথে তুমি কতোটা একমত? ফিল্মটি অবলম্বনে তোমার মতামত ব্যক্ত করো।

[40 marks]

**Possible content**

- Description of some battles undertaken by the freedom fighters.
- Brief background of the protagonist with reference to his attitudes and character.
- How Rashed got involved in the fight for liberation and how he formed a group of freedom fighters.
- How he inspired other people of his age.
- Rashed set an extraordinary example by showing his courage and great determination for freedom.
- Rashed had lost his life for his homeland.