



AS

BENGALI

BENG1 Unit 1 Reading and Writing
Mark Scheme

June 2018

Version/Stage: 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 Assessment Writer.

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.

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Unit 1

Assessment Objectives (AOs)

The Weighting of Assessment Objectives for Unit 1

The table below shows the approximate weighting of each of the Assessment Objectives in Unit1.

| Assessment Objectives | Unit Weightings (%) | Overall Weighting of AOs |
|-------------------------------|---------------------|--------------------------|
| | Unit 1 | |
| AO2 | 75 | 75 |
| AO3 | 25 | 25 |
| Overall weighting of Unit (%) | 100 | 100 |

The table below shows the marks allocation in Unit 1.

| | AO2 | AO3 | Total |
|-----------|-----|-----|-------|
| Section 1 | 35 | 10 | 45 |
| Section 2 | 10 | | 10 |
| Section 3 | 30 | 15 | 45 |

| Question | Accept | Marks | Notes |
|----------|---|------------|-------|
| 1 (a) | <ul style="list-style-type: none"> ▪ আমার সঙ্গে + the following <ul style="list-style-type: none"> ▪ চিত্র প্রদর্শনীর আয়োজন করতে | 1 1 | |

| Question | Accept | Marks | Notes |
|----------|--|-------|-------|
| 1 (b) | The following or similar: <ul style="list-style-type: none"> ▪ রহস্য-ভেদ/সন্ধান করা | 1 | |

| Question | Accept | Marks | Notes |
|----------|---|-------|-------|
| 1 (c) | The following or similar: <ul style="list-style-type: none">▪ মামার দেশে ফেরার ব্যস্ততায় | 1 | |

| Question | Accept | Marks | Notes |
|----------|--|-------|-------|
| 1 (d) | Any two from the following or similar: <ul style="list-style-type: none">▪ (চেক-ইন) কাউন্টার বন্ধ হওয়ায় অনেক মিনতি করেছে▪ বৈধ টিকিট/পাসপোর্ট দেখিয়েছে▪ ম্যানেজারের সাথে কথা বলেছে▪ পরিচয়পত্র দেখিয়েছে | 2 | |

| Question | Accept | Marks | Notes |
|----------|--|-------|-------|
| 1 (e) | Any two from the following or similar: <ul style="list-style-type: none"> ▪ (কফি খাওয়ার জন্য) তাঁর শরীরটা হাল্কা থাকে ▪ মনটা সরস থাকে ▪ কাজে শক্তি জোগায় | 2 | |

| Question | Accept | Marks | Notes |
|----------|--|--------|-------|
| 1 (f) | The following or similar: <ul style="list-style-type: none"> ▪ (জীবনানন্দ দাসের) বনলতা সেনের সাথে + ▪ (বিমানবালার) বাঙালিসুলভ সাজ/পোশাক দেখে | 1 1 | |

| Question | Accept | Marks | Notes |
|----------|---|-------|-------|
| 1 (g) | Any two from the following or similar: <ul style="list-style-type: none"> ▪ (মামার) বিচিত্র পোশাক দেখে ▪ (মামার) অদ্ভুত চেহারা দেখে ▪ বাঙালি যাত্রীদের এরকম পোশাকে দেখা যায় না বলে | 2 | |

| Question | Accept | Marks | Notes |
|----------|--|-------------|-------|
| 1 (h) | সিলেটের চা বাগান দেখার জন্য + Any two from the following <ul style="list-style-type: none"> ▪ ভারতবর্ষের প্রাচীনতম/মালিনিছড়া চা বাগান ▪ এই চা বাগান সিপাহী বিদ্রোহের আগে/ আঠারোশ' চুয়ান্ন সালে তৈরি হয়েছে ▪ মালিনিছড়া চা বাগানটি রয়েছে (সিলেট) বিমানবন্দরের কাছে/বড়ো রাস্তার পাশে | 1 + 2 | |

| Question | Accept | Marks | Notes |
|----------|--|-------|-------|
| 2 | <p>Any five from the following or similar:</p> <ul style="list-style-type: none"> ▪ মামা পুতুলকে নিয়ে হিমালয়ে গিয়েছিলেন ইয়েতির খোঁজে। ▪ কেউ কেউ মনে করে ইয়েতি একটি জন্তু। ▪ কেউ বলে ইয়েতি একটি বরফ-মানুস। ▪ কেউ কখনো ইয়েতিকে দেখেনি ▪ ইয়েতির কেবল পায়ের ছাপ দেখা গেছে। ▪ পায়ের ছাপ ইয়েতির কি না তা নিয়ে বৈজ্ঞানিকরা সন্দেহ করেন। ▪ ইয়েতির একটি মূর্তি এভারেস্টের কাছের এক মন্দিরে সংরক্ষিত আছে। | 5 | |

| Question | Accept | Marks | Notes |
|----------|--|-------|------------|
| 3 (a) | স্নানতা / মলিনতা / দুঃখপ্রাপ্ত / দুঃখবোধ | 1 | Or similar |

| Question | Accept | Marks | Notes |
|----------|-------------------------|-------|------------|
| 3 (b) | খোঁজ / তল্লাশ / অন্বেষণ | 1 | Or similar |

| Question | Accept | Marks | Notes |
|----------|--------------------------------|-------|------------|
| 3 (c) | বহুলোকের সমাবেশ/ জটলা/লোকসমাগম | 1 | Or similar |

| Question | Accept | Marks | Notes |
|----------|-------------------------------------|-------|------------|
| 3 (d) | সম্ভাষণ/ অভ্যর্থনা/শুভাগত/খোশ আমদেদ | 1 | Or similar |

| Question | Accept | Marks | Notes |
|----------|--------------------------------|-------|------------|
| 3 (e) | পুরনো/পুরাতন/অনেক আগের/ সেকেলে | 1 | Or similar |

| Question | Accept | Marks | Notes |
|----------|--------|-------|-------|
| 4 (a) | C | 1 | |

| Question | Accept | Marks | Notes |
|----------|--------|-------|-------|
| 4 (b) | E | 1 | |

| Question | Accept | Marks | Notes |
|----------|--------|-------|-------|
| 4 (c) | G | 1 | |

| Question | Accept | Marks | Notes |
|----------|--------|-------|-------|
| 4 (d) | B | 1 | |

| Question | Accept | Marks | Notes |
|----------|--------|-------|-------|
| 4 (e) | K | 1 | |

| Question | Accept | Marks | Notes |
|----------|--------|-------|-------|
| 5 (a) | ২ | 1 | |

| Question | Accept | Marks | Notes |
|----------|--------|-------|-------|
| 5 (b) | ১ | 1 | |

| Question | Accept | Marks | Notes |
|----------|--------|-------|-------|
| 5 (c) | ২ | 1 | |

| Question | Accept | Marks | Notes |
|----------|--------|-------|-------|
| 5 (d) | ১ | 1 | |

| Question | Accept | Marks | Notes |
|----------|--------|-------|-------|
| 5 (e) | ৩ | 1 | |

Section 1

| Marks | Knowledge of Grammar (AO3) |
|-------|--|
| 9-10 | The knowledge and use of most structures is good. There are still some inaccuracies, but these are usually in attempts at more complex structures. |
| 7-8 | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully. |
| 5-6 | There is some awareness of structure. There are still basic errors but communication is generally maintained. |
| 3-4 | The level of manipulation of structures and the number of errors make comprehension difficult. |
| 0-2 | Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired. |

Total for Section 1 = 45 marks

Section 2 – Translation into English

| Marks | Response to written language (AO2) |
|-------|--|
| 9-10 | Very good understanding of the original text and translated accurately in a language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar. |
| 7-8 | Shows good understanding of the original text and translated in a language that has a wide range of vocabulary. Accurate, with only a few minor errors in spelling, punctuation and grammar. |
| 5-6 | Shows satisfactory understanding of the original text and translated in a language that has a limited range of vocabulary. Errors in spelling, punctuation and grammar are intrusive and affect comprehension. |
| 3-4 | Shows poor understanding of the original text and translated in a language that has a very limited range of vocabulary. Errors in spelling, punctuation and grammar impede comprehension. |
| 0-2 | Little or nothing of merit. |

Total for Section 2 = 10 marks

Section 3

| Marks | Knowledge of Written Language (AO2) |
|--------------|--|
| 25-30 | Relevant points are clearly made. The answer is focused on the question and offers ideas which are logically and clearly developed. Good personal reaction, usually justified. |
| 19-24 | The answer is generally on the subject with a number of relevant points, but not always appropriately supported. |
| 13-18 | Some relevant points are made, ideas are not clearly organised. Some reaction is evident, but the points made are not always justified or illustrated. The answer generally lacks a clear focus. |
| 6-12 | A limited number of points made, many of which are vague or irrelevant. No justification for points made. |
| 0-5 | There is little or nothing of relevance. A zero score will automatically result in zero for the question as a whole. |

| Marks | Knowledge of Grammar (AO3) |
|--------------|--|
| 12-15 | The knowledge and use of most structures is good. There are still some inaccuracies, but these are usually in attempts at more complex structures. |
| 8-11 | The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully. |
| 5-7 | There is some awareness of structure. There are still basic errors but communication is generally maintained. |
| 2-4 | The level of manipulation of structures and the number of errors make comprehension difficult. |
| 0-1 | Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired. |

Total for Section 3 = 45 marks

Total for Unit 1 = 100 marks

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion