



A-level
BENGALI
7637/3

Paper 3 Listening, Reading and Writing

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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Section A Listening**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 recording, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or inappropriate information from the stimulus, eg by ‘lifting’ an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark
01.1	B (১৯৭২ সাল থেকে)	1

Qu	Accept	Mark
01.2	C (বইমেলা আয়োজনে বাংলা একাডেমি আনুষ্ঠানিকভাবে যুক্ত হয়।)	1

Qu	Accept	Mark
01.3	A (কলকাতার বইমেলায়।)	1

Qu	Accept	Mark
01.4	A (লেখকেরা উপস্থিত থাকেন।)	1

Qu	Accept	Mark
01.5	B (বিনোদনমূলক অনুষ্ঠান।)	1

Qu	Accept	Mark
01.6	C (আন্তর্জাতিক মেলা।)	1

Qu	Accept	Mark
01.7	C (‘অমর একুশে গ্রন্থমেলা’ হিসেবে।)	1

Qu	Accept	Mark
01.8	C (ডিসেম্বর মাসে।)	1

Qu	Accept	Mark
02.1	<p>A (আন্তর্জাতিক পরিবার দিবস উদযাপিত হয় প্রতি বছরের পঞ্চম মাসে।)</p> <p>E (একক পরিবারে থাকেন স্বামী-স্ত্রী ও তাঁদের ছেলেমেয়েরা।)</p> <p>G (ইদানীং তরুণদের মধ্যে একক পরিবার গঠনের প্রবণতা বেশি।)</p> <p>J (তরুণদের পরিবার গঠনে প্রভাব ফেলছে তাদের চাকরিস্থল।)</p> <p>(in any order)</p>	4

Qu	Key idea	Notes	Mark
02.2	<ul style="list-style-type: none"> ছেলেমেয়েরা দ্রুত আত্মনির্ভরশীল হয় (1) দ্বন্দ্ব ও অসন্তোষ না থাকায় শিশুর বিকাশে বাধা পড়ে না (1) 	<p>Accept:</p> <ul style="list-style-type: none"> ছোটবেলাতেই আত্মনির্ভরশীল হয়/নিজের কাজ নিজে করতে শেখে মতের দ্বন্দ্ব ও অসন্তোষ না থাকায় ভালো মানসিক বিকাশ ঘটে/ঝগড়া-বিবাদ না থাকায় ভালো পরিবেশে বেড়ে ওঠে 	2

Qu	Key idea	Notes	Mark
02.3	<p>(Any two)</p> <ul style="list-style-type: none"> নিরাপত্তার অভাব (1) অনিশ্চয়তা (1) নিঃসঙ্গতা (1) 	<p>Accept:</p> <ul style="list-style-type: none"> নিরাপত্তার অভাব হয় অনিশ্চয়তায় পড়তে হয় নিঃসঙ্গ জীবন কাটাতে হয় 	2

Qu	Key idea	Notes	Mark
03.1	<ul style="list-style-type: none"> উপার্জন বাড়ানো (1) 	Accept: <ul style="list-style-type: none"> বেশি আয় করা 	1
03.2	<ul style="list-style-type: none"> পোশাক শিল্প (1) 	Accept: <ul style="list-style-type: none"> পোশাক কারখানা/রপ্তানিমুখী শিল্প 	1
03.3	<ul style="list-style-type: none"> দক্ষ কর্মী সৃষ্টিতে (1) 	Accept: <ul style="list-style-type: none"> দক্ষ শ্রমিক সংখ্যা বাড়াতে/দক্ষতা বাড়াতে 	1
03.4	<ul style="list-style-type: none"> অকৃষিখাতে জড়িত পেশাজীবী (1) 	Accept: <ul style="list-style-type: none"> শিল্প ও কল-কারখানার শ্রমিক-মালিক 	1
03.5	<ul style="list-style-type: none"> কর্ম সংস্থানের সুযোগ সৃষ্টি (1) আধুনিক সুবিধা নিশ্চিত করা (1) গ্রামের শিল্পকে লাভজনক করা (1) 	Accept: <ul style="list-style-type: none"> কর্মসংস্থানের নানা আকর্ষণীয় সুযোগ সৃষ্টি গ্রামে আধুনিক সুযোগ-সুবিধা নিশ্চিত করা গ্রামীণ শিল্পগুলোতে পণ্য উৎপাদন ও বিপণনে লাভবান হতে দেওয়া 	3

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) 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 AO1 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 recording. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or inappropriate information 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.

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 incorrect use of pronouns.

Complex language includes:

Use of pronouns of all type

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 listening and 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 4	Key idea	Accept	Reject	Mark
Bullet 1	<p>(Any two)</p> <ul style="list-style-type: none"> অভিনয়শিল্পীরা প্রশংসিত/জনপ্রিয় হচ্ছেন দুই বাংলার চলচ্চিত্র শিল্প সমৃদ্ধ হচ্ছে বেশি সংখ্যক দর্শকের কাছে পৌঁছাতে পারছেন 	<p>Accept: (Any two)</p> <ul style="list-style-type: none"> প্রশংসিত হওয়া/জনপ্রিয়তা পাওয়া মেধাবী শিল্পী পাওয়া অনেক দর্শক পাওয়া 	<p>Reject:</p> <p>যৌথ চলচ্চিত্র প্রযোজনা শিল্পীর অভাব পূরণ করা দর্শক সংখ্যা কমে যাওয়া</p>	2
Bullet 2	<p>(Any two)</p> <ul style="list-style-type: none"> সফল চলচ্চিত্র রিমেকের ফলে অনলাইন মাধ্যমে সহজেই দর্শকের কাছে পৌঁছাতে পারা আধুনিক সিনেমা হলে চলচ্চিত্র দেখতে দর্শকদের আগ্রহ পাওয়া 	<p>Accept: (Any two)</p> <ul style="list-style-type: none"> ব্যবসা সফল চলচ্চিত্র আবার নির্মাণের কারণে অনলাইন মাধ্যমে সহজেই দর্শকের কাছে পৌঁছাতে পারা/নিজের পছন্দ মতো সিনেমা দেখার সুযোগ সিনেমা হলের পরিবেশ ভালো হওয়ায় 	<p>Reject:</p> <p>বিদেশি সিনেমার রিমেক পাইরেটেড ডিভিডিতে সিনেমা দেখা ছবি সিনেমা হলে মুক্তির অপেক্ষা করা</p>	2
Bullet 3	<ul style="list-style-type: none"> কলকাতার শিল্পীদের বাংলাদেশে কাজের তেমন সুযোগ নেই অভিনয় শিল্পের কোনো সীমানা নেই প্রতিভা থাকলে যেকোনো দেশেই কাজের সুযোগ পেতে পারে 	<p>Accept:</p> <ul style="list-style-type: none"> বাংলাদেশের শিল্পীদের কলকাতায় কাজের সুযোগ বেশি শিল্পীদের কাজের সুযোগ দেশের সীমারেখার বাইরে নিজ যোগ্যতায় যেকোনো দেশেই কাজের সুযোগ পাওয়া যায় 	<p>Reject:</p> <p>শিল্পীদের কাজের সুযোগ নেই শিল্পীদের নিজ দেশেই কাজ করা উচিত তদবির করে যেকোনো দেশেই কাজ করা যায়</p>	3

Section B

Question 5 Translation (into target language)

Errors of spelling

Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

Errors of gender

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

Qu			
5	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	English	Accept	Reject
1	Because of the expansion of social media,	সামাজিক মাধ্যমের প্রসারের ফলে	সংবাদপত্রে
2	celebrities establish relationships	সেলিব্রিটিরা সম্পর্ক স্থাপন করে	সাংবাদিকরা
3	with the public.	জনসাধারণের সাথে।	জনসাধারণকে প্রভাবিত করে।
4	These connections	এসব যোগাযোগ	এই কারণে
5	are utilised by	ব্যবহার করে	বাধ্য
6	brands	ব্র্যান্ডগুলো	করা হয়
7	to promote their products.	তাদের পণ্যের প্রচার করে।	তাঁদের সংবাদপত্র কিনতে।
8	When a celebrity	যখন একজন সেলিব্রিটি	একজন সাংবাদিক যখন
9	appears on the screen	পর্দায় উপস্থিত হয়	পত্রিকায় লেখেন
10	representing a company,	একটি প্রতিষ্ঠানের প্রতিনিধিত্ব করতে,	অনেক সময় বদলে দেন
11	then the audiences	তখন দর্শকেরা	পাঠকের ধারণা।
12	are influenced	প্রভাবিত হয়	এই প্রভাব
13	by the perceived value of the celebrity.	সেলিব্রিটির পরিচিতি দ্বারা।	পাঠকের
14	Recently,	সম্প্রতি,	বিগত দিনের
15	during an interview,	একটি সাক্ষাৎকারের সময়	অংশগ্রহণকে
16	a famous	একজন বিখ্যাত	একজন অপরিচিত
17	footballer	ফুটবলার (ফুটবল খেলোয়াড়)	সাংবাদিক
18	moved aside	একপাশে সরিয়ে রেখেছিলেন	সামনে তুলে ধরেছিলেন
19	a bottle of soft drink	একটি কোমল পানীয়ের বোতল	একটি পত্রিকায়
20	which had been placed	যেটি রাখা হয়েছিলো	যা

21	in front of him.	তাঁর সামনে।	গোপন ছিলো।
22	This had an immediate impact	এর একটি তাৎক্ষণিক প্রতিক্রিয়া ছিলো	এটি সাড়া জাগিয়েছিলো
23	on sales of the product.	তাদের পণ্যের বিক্রির ওপর।	পত্রিকার কাটতির ওপর।
24	on the profile of a celebrity	একজন সেলিব্রিটির সুনামের ওপর	সাংবাদিকদের ভূমিকার উপর
25	If a company is relying	যদি একটি প্রতিষ্ঠান নির্ভর করে	একটি পত্রিকার
26	to promote their brand,	তাদের ব্র্যান্ডের প্রসারে,	পাঠক ও লেখক
27	before signing a contract.	চুক্তি স্বাক্ষরের আগে	দুজনেরই
28	both parties	উভয় পক্ষকে	সিদ্ধান্ত
29	the details carefully	সতর্কতার সাথে বিস্তারিত	জানা
30	should check	খতিয়ে দেখা উচিত।	যায় পরে।

Conversion grid	
Number of ticks	Mark
28–30	10
25–27	9
22–24	8
19–21	7
16–18	6
13–15	5
10–12	4
7–9	3
4–6	2
1–3	1
0	0

Section C

Multi-skill task Question 6

Assessment objectives 1, 2 and 3

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 is one mark 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 200 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 1

Mark	AO1
9–10	Very good evaluation of the source The relevant information from the spoken source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.
7–8	Good evaluation of the source Most of the relevant information in the spoken source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.
5–6	Reasonable evaluation of the source Some of the relevant information in the spoken source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.
3–4	Limited evaluation of the source A limited amount of relevant information in the spoken source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.
1–2	Very limited evaluation of the source A very limited amount of the relevant information in the spoken source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.
0	The student produces nothing worthy of credit.

Assessment Objective 2

Mark	AO2
9–10	<p>Very good evaluation of the source</p> <p>The relevant information from the written source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.</p>
7–8	<p>Good evaluation of the source</p> <p>Most of the relevant information in the written source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.</p>
5–6	<p>Reasonable evaluation of the source</p> <p>Some of the relevant information in the written source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
3–4	<p>Limited evaluation of the source</p> <p>A limited amount of relevant information in the written source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
1–2	<p>Very limited evaluation of the source</p> <p>A very limited amount of the relevant information in the written source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.</p>
0	<p>The student produces nothing worthy of credit.</p>

Assessment Objective 3

Mark	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

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.

Indicative content

- Current situation of concessions on travel fare for students
- Justification of proposed/implemented discounts on travel fare
- Frequency and timings of travel by the students
- Access to all types of transports with discounted fare
- Student's views on travel fare concessions

- History of student's movements demanding fair travel fare
- Government views on student concessions
- Transport owner's view on student concessions
- Transport operator's view on student concessions
- Discrimination and possible unrest
- Much needed enforcement of government policy.