
A-level
BENGALI
7637/3

Paper 3 Listening, Reading and Writing

Mark scheme

June 2023

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.

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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	C (একজন সাংবাদিক।)	1

Qu	Accept	Mark
01.2	A (সাংস্কৃতিক ঐতিহ্য।)	1

Qu	Accept	Mark
01.3	C (স্বৈরাচার প্রতিরোধ দিবস।)	1

Qu	Accept	Mark
01.4	A (ফুল কেনায়।)	1

Qu	Accept	Mark
01.5	C (তরুণ-তরুণীদের।)	1

Qu	Accept	Mark
01.6	C (প্রধানত শহর অঞ্চলে।)	1

Qu	Accept	Mark
01.7	A (১৩ ফেব্রুয়ারি।)	1

Qu	Accept	Mark
01.8	B (ক্রেতারা)	1

Qu	Accept	Mark
02.1	<p>B (‘ক্লিন ফিড’ হলো বিজ্ঞাপনবিহীন অনুষ্ঠানের সম্প্রচার)</p> <p>F (ভারত-পাকিস্তান একে অপরের চ্যানেল সম্প্রচার করে)</p> <p>G (সাধারণত বিদেশি পণ্যের বিজ্ঞাপন দেশীয় চ্যানেলে দেখানো হয় না)</p> <p>J (দর্শকেরা ভিন্ন মাধ্যমে বিদেশি অনুষ্ঠানগুলো দেখছে)</p> <p>(in any order)</p>	4

Qu	Key idea	Notes	Mark
02.2	<ul style="list-style-type: none"> রাজস্ব বাড়াতে (1) দেশীয় পণ্যের প্রসার করতে/দেশীয় পণ্যের বাজার সম্প্রসারণ করতে/বিদেশি পণ্যের বাজার ঠেকাতে (1) 	<p>Accept:</p> <p>সরকারের আয় বাড়ানো/দেশীয় বিজ্ঞাপনের মাধ্যমে আয় বাড়ানো</p> <p>দেশীয় পণ্যের প্রচার বাড়ানো/দেশীয় পণ্যের বাজার বাড়াতে/বিদেশি পণ্যের আগ্রাসন ঠেকাতে</p>	2

Qu	Key idea	Notes	Mark
02.3	<p>(Any two)</p> <ul style="list-style-type: none"> দেশীয় চ্যানেলে পণ্যের বিজ্ঞাপন দিয়ে (1) দেশীয় অনুষ্ঠানগুলোকে আকর্ষণীয় করে (1) দেশীয় অনুষ্ঠানগুলোকে মানসম্মত করে (1) 	<p>Accept:</p> <p>পণ্যের বিজ্ঞাপনের মাধ্যমে অর্থের যোগান</p> <p>দেশীয় অনুষ্ঠানের প্রতি দর্শকদের আকর্ষণ বাড়িয়ে</p> <p>দেশীয় অনুষ্ঠানের মান বাড়িয়ে</p>	2

Qu	Key idea	Notes	Mark
03.1	<ul style="list-style-type: none"> সামাজিক মাধ্যমের জনপ্রিয়তা (1) 	Accept: সামাজিক মাধ্যম জনপ্রিয় হওয়াই এর প্রমাণ	1

Qu	Key idea	Notes	Mark
03.2	<ul style="list-style-type: none"> পারিবারিক সম্পর্ককে দুর্বল করে ফেলছে (1) 	Accept: পরিবারের একে অপরকে দূরে সরিয়ে দিচ্ছে	1

Qu	Key idea	Notes	Mark
03.3	<ul style="list-style-type: none"> কাঁচের পর্দায় চোখ রেখে সময় কাটাতে (1) 	Accept: অনলাইনে থাকতে/স্ক্রিনে সময় কাটাতে	1

Qu	Key idea	Notes	Mark
03.4	(Any two) <ul style="list-style-type: none"> সময়জ্ঞান না থাকা (1) পরিবার থেকে বিচ্ছিন্ন হয়ে পড়া (1) অফলাইনে থাকলে অস্থিরতায় ভোগা (1) 	Accept: (Any two) সময়জ্ঞানের অভাব পরিবারের সদস্যদের থেকে দূরে সরে যাওয়া অনলাইনে না থাকতে পারলে অস্থির হয়ে পড়া	2

Qu	Key idea	Notes	Mark
03.5	<ul style="list-style-type: none"> অস্থির প্রজন্ম (1) আত্মকেন্দ্রিক/অসামাজিক প্রজন্ম (1) 	Accept: ছেলেমেয়েরা অস্থির হয়ে পড়ছে ছেলেমেয়েরা আত্মকেন্দ্রিক/অসামাজিক হয়ে পড়ে/লাইক ও ফলোয়ার পাওয়ার প্রতিযোগিতা করে	2

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	<ul style="list-style-type: none"> জাতীয় অর্থনীতিতে অবদান রাখছে/দেশে টাকা পাঠাচ্ছে নারী কর্মী পাঠানোর কম খরচ 	Accept: দেশে বেশি টাকা পাঠাতে পারছে/অর্থনীতিতে অবদান রাখছে কম খরচে নারী কর্মী পাঠানো যাচ্ছে	Reject: নারীরা প্রবাসে যাচ্ছে নারীরা টাকা ধার করছে বেশি টাকা খরচ করছে	2
Bullet 2	<ul style="list-style-type: none"> নারীরা হয়রানির শিকার হচ্ছে কর্মস্থলে সুরক্ষা নেই 	Accept: নারীরা নির্যাতিত হচ্ছে কর্মস্থলে নিরাপত্তার অভাব	Reject: গৃহে ও পোশাক শিল্পে কাজ করা দেশে ফিরে আসা	2
Bullet 3	(Any three) <ul style="list-style-type: none"> প্রশিক্ষিত করা কাজে নিরাপত্তা আনা সচেতনতা বৃদ্ধি করা ফিরে আসা কর্মীদের পুনর্বাসিত করা 	Accept: (Any three) প্রশিক্ষণ দেওয়া নিরাপত্তার ব্যবস্থা করা সচেতনতা বাড়ানো ফেরত আসা কর্মীদের পুনর্বাসিত করা	Reject: শ্রমবাজার দূতাবাস কর্মী ফেরত পাঠানো	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	In Bangladesh, a mosque-based child and mass education project	বাংলাদেশে একটি মসজিদ-ভিত্তিক শিশু ও গণশিক্ষা প্রকল্প	বাংলাদেশের বাইরে একটি শিক্ষা প্রকল্প
2	was launched in 1992.	১৯৯২ সালে চালু করা হয়েছে।	২০২৪ সালে চালু করা হবে।
3	Run by the Islamic Foundation,	ইসলামিক ফাউন্ডেশনের পরিচালনায়	মিশনারি সংস্থার আদলে
4	this project,	এই প্রকল্পটি	এই ধারণায়
5	who have never been to school	যারা কখনও স্কুলে যায়নি	যারা স্কুলে যায়
6	or have dropped out.	বা বাদ পড়েছিলো	বা লেখাপড়া করে
7	to young boys and girls	সেসব অল্পবয়সী ছেলে ও মেয়েদের	সেসব প্রাপ্তবয়স্কদের
8	offers non-formal education	অনানুষ্ঠানিক শিক্ষা প্রদান করে।	আনুষ্ঠানিক শিক্ষা দেওয়া হবে।
9	This initiative	এই উদ্যোগটি	এই সংস্থা
10	among adults.	প্রাপ্তবয়স্ক লোকজনের	ছোটো ছেলেমেয়েদের
11	also promotes literacy	সাক্ষরতার প্রসার ঘটায়।	লেখাপড়া করতে শেখাবে।
12	under this project.	এই প্রকল্পের আওতায়	এই প্রকল্পের বাইরেও
13	More than 10 million people	দশ মিলিয়নের বেশি মানুষ	দশজনের কম মানুষ
14	education	শিক্ষা	কাজ
15	are receiving	গ্রহণ করছে।	পাবে।
16	This Foundation	এই ফাউন্ডেশন	এই মিশন
17	under a special programme.	একটি বিশেষ কর্মসূচির আওতায়	একই প্রকল্পে
18	homeless people	গৃহহীন লোকদের	বাড়ির মালিকদের
19	to rehabilitate	পুনর্বাসনের জন্য	উচ্ছেদের জন্য
20	employment opportunities	কর্মসংস্থানের সুযোগ	বেকারত্বের সুযোগ

21	also provides	প্রদানও করে।	সৃষ্টি করবে।
22	Alongside this, a total of 2050	এর পাশাপাশি, সব মিলিয়ে ২০৫০টি	এর মধ্যে ২৫০টি
23	resource centres	রিসোর্স সেন্টার	শিক্ষা প্রতিষ্ঠান
24	related to lifelong education	জীবন-ব্যাপী শিক্ষা	জীবনে স্বল্প সময়ের জন্য
25	and socio-economic issues.	ও আর্থ-সামাজিক সমস্যা	সামাজিক ও আর্থিক সুবিধা পেতে
26	of various aspects	সম্পর্কিত বিভিন্ন বিষয়ে	সীমিত পরিসরে
27	creating awareness	সচেতনতা সৃষ্টির	সুযোগ সৃষ্টির
28	for the purpose of	উদ্দেশ্য নিয়ে	সিদ্ধান্ত নিয়ে
29	across the country	সারা দেশজুড়ে	দেশের বাইরে
30	are being operated	পরিচালিত হচ্ছে।	নিয়ে যাবে।

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	Very good evaluation of the source 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.
7–8	Good evaluation of the source 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.
5–6	Reasonable evaluation of the source 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.
3–4	Limited evaluation of the source 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.
1–2	Very limited evaluation of the source 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.
0	The student produces nothing worthy of credit.

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

- Principles of democratic political parties
- Role of political parties
- Political parties upholding the democratic values
- Political parties in practice
- Achievements of the political parties
- Areas to improve by the political parties

- Aspects of democracy
- Aspects of a country's development
- Representation of people in political parties
- People's participation and voice in election
- Collaboration between ruling and oppositions parties
- Government by the people and for the people.