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**GCSE**  
**BENGALI**  
**8638/LH**

Paper 3 Listening Higher

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**Mark scheme**

June 2019

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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.

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## Listening and Reading tests

### General principles of marking

#### Non-verbal answers

Follow the mark scheme as set out.

#### Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.

- (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
- (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: - if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** - If the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
- (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
- (d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.

2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.

6. In questions which are T/F/? or  $\sqrt{X}/?$  in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate).

7. The following general principles should be applied in relation to answers in the target language in Section B:

- (a) Incorrect personal pronouns – accept (unless this causes ambiguity).
- (b) Incorrect possessive adjectives – accept (unless this causes ambiguity).
- (c) Wrong gender – accept (unless this causes ambiguity).
- (d) Infinitive – will normally communicate without ambiguity, so should be accepted.
- (e) Wrong tense – accept as long as student comprehension is not in question.
- (f) Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

| Question | Key idea  | Accept   | Reject   | Mark |
|----------|---|--|--|------|
| 01       | the school runs in two shifts/<br>primary education is up to year<br>five/academic year is from<br>January to December <b>(any two)</b> | two shifts (in school)/primary school up to<br>year five/school year January to December<br><b>(any two)</b> | different/Year 5/January/<br>December/shifts/school academic<br>year | 2    |

| Question | Key idea   | Accept   | Reject                    | Mark |
|----------|--|--|---------------------------|------|
| 02       | they don't move up a year and<br>they could struggle to find a good<br>job | they don't move up and could struggle to<br>find a job | result/promotion/job/year | 2    |

| Question | Accept                      | Mark |
|----------|-----------------------------|------|
| 03       | <b>A C D</b> (in any order) | 3    |

| Question | Accept                    | Mark |
|----------|---------------------------|------|
| 04       | <b>A B</b> (in any order) | 2    |

| Question | Accept   | Mark |
|----------|----------|------|
| 05.1     | <b>B</b> | 1    |

| Question | Accept   | Mark |
|----------|----------|------|
| 05.2     | <b>C</b> | 1    |

| Question | Key idea                  | Accept  | Reject         | Mark |
|----------|---------------------------|---|----------------|------|
| 06       | wants to help sick people | like helping/treating/serving sick people/<br>people suffering with illnesses | work in shifts | 1    |

| Question | Key idea                               | Accept  | Reject                                       | Mark |
|----------|--|---|--|------|
| 07       | does not want to study for a long time | does not want to study for a long time<br>/shorter course/takes shorter time to qualify | likes helping sick people/course/<br>nursing | 1    |

| Question | Key idea                                | Accept                                       | Reject                          | Mark |
|----------|---|--|---------------------------------|------|
| 08       | does not need to interact with patients | not interacting with/talking/seeing patients | patients/likes to work in a lab | 1    |

| Question | Accept | Mark |
|----------|--------|------|
| 09       | A      | 1    |

| Question | Accept | Mark |
|----------|--------|------|
| 10       | D      | 1    |

| Question | Accept | Mark |
|----------|--------|------|
| 11       | E      | 1    |

| Question | Key idea   | Accept   | Reject          | Mark |
|----------|--|--|-----------------|------|
| 12       | his parents did not respond back when Masud spoke in English | his parents did not respond back when Masud spoke in English/parents only respond when Masud speaks in Bengali/not allowed to speak English at home ( <b>any one</b> ) | Bengali/English | 1    |

| Question | Key idea                                      | Accept                                   | Reject   | Mark |
|----------|---|--|--|------|
| 13       | regularly watching Bengali news on television | watching news in Bengali (on television) | listened to Bengali story/watching Bengali drama | 1    |

| Question | Key idea  | Accept   | Reject                   | Mark |
|----------|---|--|--------------------------|------|
| 14       | (if we do not learn Bengali) it will become extinct | the language will die out/keep Bengali alive/if we learn Bengali then we keep the language alive | passionate about Bengali | 1    |

| Question | Accept | Mark |
|----------|--------|------|
| 15       | P+N    | 1    |

| Question | Accept | Mark |
|----------|--------|------|
| 16       | P      | 1    |

| Question | Accept | Mark |
|----------|--------|------|
| 17       | P      | 1    |

| Question | Accept | Mark |
|----------|--------|------|
| 18       | N      | 1    |

| Question | Key idea   | Accept   | Reject                                   | Mark |
|----------|--|--|--|------|
| 19.1     | she stays indoors spending time either sitting or lying down | (stays indoors) either sitting/lying down/not active | watch movie, play games, listen to music | 1    |

| Question | Key idea                              | Accept   | Reject         | Mark |
|----------|---------------------------------------|--|----------------|------|
| 19.2     | avoid over-eating/control food intake | eat adequate amount of food/eat less/reduce food intake/healthy diet | doing exercise | 1    |

| Question | Key idea   | Accept   | Reject                    | Mark |
|----------|--|--|---------------------------|------|
| 20.1     | improvement of the local area such as beautification, people are buying houses, faster journeys, improvement of amenities <b>(any two)</b> | beautification of the area is enhanced, people are moving in and buying houses, faster journey to get to work, rail station being redecorated/refurbished <b>(any two)</b> | people are renting houses | 2    |

| Question | Key idea   | Accept   | Reject                                   | Mark |
|----------|--|--|--|------|
| 20.2     | the area is noisy, lots of traffic, road closure, have to use alternative routes | noisy, alternative route to school, one road is closed, traffic <b>(any two)</b> | cross-rail/construction/work in progress | 2    |

| Question | Accept               | Mark |
|----------|----------------------|------|
| 21       | C E F (in any order) | 3    |



|  |  |  |
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|  |  |  |
|--|--|--|

| Question | Key idea                        | Accept  | Reject      | Mark |
|----------|---------------------------------|---|-------------|------|
| 22       | use separate bins for recycling | put different rubbish in separate bins/separate glass and paper/recycle | glass/paper | 1    |

| Question | Key idea                           | Accept  | Reject       | Mark |
|----------|------------------------------------|---|--------------|------|
| 23       | use of chemicals (to produce food) | use of chemicals in food production /producing or buying non-organic food | organic food | 1    |

| Question | Key idea                                   | Accept                               | Reject                  | Mark |
|----------|--|--------------------------------------|-------------------------|------|
| 24       | use a natural source of energy/solar panel | solar panel/use of natural resources | less use of electricity | 1    |

| Question | Accept             | Mark |
|----------|--------------------|------|
| 25       | C D (in any order) | 2    |

| Question | Accept             | Mark |
|----------|--------------------|------|
| 26       | B C (in any order) | 2    |

| Question | Accept             | Mark |
|----------|--------------------|------|
| 27       | B C (in any order) | 2    |

| Question | Accept | Mark |
|----------|--------|------|
| 28       | B      | 1    |

| Question | Accept | Mark |
|----------|--------|------|
| 29       | C      | 1    |

| Question | Accept | Mark |
|----------|--------|------|
| 30.1     | C      | 1    |

| Question | Accept | Mark |
|----------|--------|------|
| 30.2     | B      | 1    |

| Question | Accept             | Mark |
|----------|--------------------|------|
| 31       | B C (in any order) | 2    |

| Question | Accept             | Mark |
|----------|--------------------|------|
| 32       | B C (in any order) | 2    |

**Total marks = 50**