

**MARK SCHEME for the May/June 2010 question paper  
for the guidance of teachers**

**3204 BENGALI**

**3204/01**

Paper 1 (Composition), maximum raw mark 90

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

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## **Section A**

### **Questions 1 and 2**

*Content (12 marks)*

- 3 maximum marks available per bullet point.
- Do not give credit for any bullet point that is missed, even if a candidate replaces it with another: the candidates have to refer to the rubric.

*Language and Organisation (18 marks)*

Use the banded descriptors for Language and Organisation (Questions 1 and 2).

## **Section B**

### **Questions 3, 4 and 5**

Use the banded descriptors for Questions 3, 4 and 5.

**Band Descriptors – Language and Organisation (Questions 1 and 2)**

BAND	MARKS	DESCRIPTORS
1	16–18	<ul style="list-style-type: none"> <li>• Very well arranged and paragraphed</li> <li>• Fluent</li> <li>• Very good to excellent linguistic ability</li> <li>• No major errors, very few slips or minor errors</li> <li>• Wide variety of apt vocabulary, sentence structure and linking devices</li> <li>• Descriptions create atmosphere, shows observation and sensitivity</li> <li>• Discussions present cogent argument with force and economy</li> <li>• Narratives, where appropriate, show merits of structure, characterisation, description, suspense, pace</li> </ul>
Upper 2 Lower	13–15	<ul style="list-style-type: none"> <li>• Well arranged and paragraphed</li> <li>• Good to very good linguistic ability</li> <li>• Vocabulary and sentence structure varied and appropriate but not necessarily outstanding</li> <li>• Few major errors, some slips and minor errors</li> </ul>
	10–12	<ul style="list-style-type: none"> <li>• Reasonable arrangement and paragraphing</li> <li>• Varied vocabulary and sentence structure</li> <li>• Few major errors, some slips and errors</li> <li>• Free from monotonous repetition</li> </ul>
Upper 3 Lower	7–9	<ul style="list-style-type: none"> <li>• Some attempt to arrange ideas</li> <li>• More major and minor errors than in Band 2 (Lower)</li> <li>• Limited vocabulary but the meaning is clear</li> <li>• Short and stereotyped sentences with some complex sentences</li> <li>• Sentences correctly separated except for occasional slips</li> </ul>
	4–6	<ul style="list-style-type: none"> <li>• Poor paragraphing</li> <li>• Many grammatical and syntactical errors OR mainly correct language as only simple language structures are used</li> <li>• Errors in basic vocabulary and simple idioms</li> <li>• Inability to form proper sentence structures</li> </ul>
4	0–3	<ul style="list-style-type: none"> <li>• Gross errors of all kinds</li> <li>• Mistakes not easily definable, whole passages not making sense</li> <li>• Chaotic word order, serious misspelling of simple words, serious errors in other areas.</li> </ul>

**Band Descriptors Questions 3, 4 and 5**

BAND	MARKS	DESCRIPTORS
1	54–60	<ul style="list-style-type: none"> <li>• Apart from very occasional slips, the language is accurate. Sentence structure is varied and demonstrates the candidate's skill to use different lengths and types of sentences for particular effects. Vocabulary is wide and precise.</li> <li>• Punctuation is accurate and helpful to the reader. Spelling is accurate across the full range of vocabulary used. Paragraphs have unity, are linked, and show evidence of planning. The topic is addressed with consistent relevance; the interest of the reader is aroused and sustained.</li> </ul>
2	47–53	<ul style="list-style-type: none"> <li>• The language is accurate; occasional errors are either slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood. Vocabulary is wide enough to convey intended shades of meaning with some precision. Sentences show some variation of length and type, including the confident use of complex sentences.</li> <li>• Punctuation is accurate and generally helpful. Spelling is nearly always accurate. Paragraphs show some evidence of planning, have unity and are usually appropriately linked. The response is relevant, and the interest of the reader is aroused and sustained through most of the composition.</li> </ul>
3	39–46	<ul style="list-style-type: none"> <li>• Vocabulary and structures are mainly correct when they are simple; mistakes may occur when more sophistication is attempted. Sentences may show some variety of structure and length, although there may be a tendency to repeat sentence types and 'shapes', producing a monotonous effect. Spelling of simple vocabulary is accurate; errors may occur when more ambitious vocabulary is used.</li> <li>• Punctuation is generally accurate, although errors may occur when more difficult tasks are attempted e.g. the punctuation of direct speech. Sentence separation is correct. The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The composition is relevant and will arouse some interest in the reader.</li> </ul>
4	31–38	<ul style="list-style-type: none"> <li>• The meaning is generally clear. There will be patches of accurate language, particularly when simple vocabulary and structures are used. There may be some variety of sentence length and structure, but the reader may not be convinced that this variety is for a particular purpose. Vocabulary is usually adequate to convey intended meaning, although it may be insufficiently developed to achieve precision. Idiom may be uncertain at times.</li> <li>• Punctuation will be used but may not enhance/clarify meaning. Some sentence separation errors may occur occasionally. Simple words will be spelt accurately, but more complex vocabulary may show some spelling weakness. Paragraphs will be used but may lack unity or coherence. A genuine attempt has been made to address the topic, but there may be digressions or failures of logic. Compositions may lack liveliness and interest value.</li> </ul>

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5	23–30	<ul style="list-style-type: none"> <li>• Meaning is never in doubt, but the errors are sufficiently frequent to be serious to hamper precision, and may slow down speed of reading. Some simple structures will be accurate, but the script is unlikely to sustain accuracy for long. Vocabulary may be limited, either too simple to convey precise meaning or more ambitious but imperfectly understood. Some idiomatic errors are likely.</li> <li>• Simple punctuation will usually be accurate, but there may be frequent sentence separation errors. Simple words will usually be spelt correctly, but there may be inconsistency, and frequent mistakes in the spelling of more difficult words. Paragraphs may lack unity or be used haphazardly. The subject matter will show some relevance. The incidence of linguistic error is likely to distract the reader from merits of content.</li> </ul>
6	15–22	<ul style="list-style-type: none"> <li>• There will be many serious errors of various kinds throughout the script, but they will be of the 'single-word' type i.e. they could be corrected without re-writing the sentence.</li> <li>• Communication is established, although the weight of error may cause 'blurring' from time to time. Sentences will probably be simple and repetitive in structure. Vocabulary will convey meaning but is likely to be simple and imprecise. Errors in idiomatic usage will be a significant feature.</li> <li>• Spelling may be inconsistent. Paragraphing may be haphazard or non-existent. There may be evidence of interesting and relevant subject matter, but the weight of linguistic error will tend to obscure or neutralise its effect.</li> </ul>
7	7–14	<ul style="list-style-type: none"> <li>• Sense will usually be decipherable but some of the error will be multiple i.e. requiring the reader to re-read and re-organise before meaning becomes clear. There are unlikely to be more than a few accurate sentences, however simple, in the whole composition.</li> <li>• The content is likely to be comprehensible, but may be partly hidden by the density of the linguistic error.</li> </ul>
8	0–6	<ul style="list-style-type: none"> <li>• Scripts are entirely, or almost entirely impossible to recognise as pieces of Bengali writing. Whole sections will make no sense at all. Where occasional patches of relative clarity are evident some marks will be given.</li> <li>• The mark of 0 is reserved for scripts that make no sense at all from beginning to end.</li> </ul>