



# Syllabus

## Cambridge O Level Bengali 3204

For examination in June 2021 and 2022.

This syllabus has changed. It replaces version 1.

বাংলা

### Changes to the syllabus for 2021 and 2022

The syllabus has been updated. This is version 2, published September 2019.

Cambridge will no longer offer version 1 of O Level Bengali (3204) for 2021. This version was published in September 2018 and included a revised syllabus and scheme of assessment offering a Listening component and a separately endorsed Speaking component.

In 2021 Cambridge will offer the existing O Level Bengali syllabus and scheme of assessment – this has been updated to version 2.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

Copyright © UCLES September 2019

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

---

# Contents

---

1. Introduction.....	2
1.1 Why choose Cambridge International?	
1.2 Why choose Cambridge O Level?	
1.3 Why choose Cambridge O Level Bengali?	
1.4 How can I find out more?	
2. Teacher support.....	5
2.1 Support materials	
2.2 Endorsed resources	
2.3 Training	
3. Assessment at a glance.....	6
3.1 Availability	
3.2 Combining this with other syllabuses	
4. Syllabus aims and assessment objectives.....	7
4.1 Syllabus aims	
4.2 Assessment objectives	
5. Description of components.....	9
6. Other information.....	10

---

# 1. Introduction

---

## 1.1 Why choose Cambridge International?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10000 schools in 160 countries prepare for their future with the Cambridge Pathway.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Recognition

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world.

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE™ (International General Certificate of Secondary Education). There are over 700000 entries a year in nearly 70 countries. Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)



Cambridge Assessment International Education is an education organisation and politically neutral. The content of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

## Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at [www.cambridgeinternational.org/teachers](http://www.cambridgeinternational.org/teachers)

## Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

## 1.2 Why choose Cambridge O Level?

Cambridge O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge O Levels, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel)

## Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the students' prior experience of the subject.

## 1.3 Why choose Cambridge O Level Bengali?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that candidates attain both practical skills and theoretical knowledge.

Cambridge O Level Bengali is accepted by universities and employers as proof of knowledge and understanding of the language. Successful candidates gain lifelong skills including:

- the ability to communicate clearly, accurately and effectively in writing
- the ability to use a wide range of vocabulary, and correct grammar, spelling and punctuation
- a personal style and an awareness of the audience being addressed.

Candidates are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge O Level Language qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

### Prior learning

We recommend that candidates who are beginning this course should have previously achieved a level corresponding to the requirements of the Key Stage 3 programme of study for Modern Foreign Languages within the National Curriculum for England.

### Progression

Cambridge O Level Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades A\* to C in a Cambridge O Level language syllabus are well prepared to follow courses leading to Cambridge International AS and A Levels, or the equivalent, in the same language.

## 1.4 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at [www.cambridgeinternational.org/startcambridge](http://www.cambridgeinternational.org/startcambridge)

Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) to find out how your organisation can register to become a Cambridge school.

---

## 2. Teacher support

---

### 2.1 Support materials

You can go to our public website at [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel) to download current and future syllabuses together with specimen papers or past question papers, examiner reports and grade threshold tables from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online from the School Support Hub. Go to [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support) (username and password required). If you do not have access, speak to the School Support coordinator at your school.

### 2.2 Endorsed resources

We work with publishers who provide a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge International go through a detailed quality assurance process to make sure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge International. The resource lists include further suggestions for resources to support teaching. See [www.cambridgeinternational.org/i-want-to/resource-centre](http://www.cambridgeinternational.org/i-want-to/resource-centre) for further information.

### 2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events) for further information.

### 3. Assessment at a glance

All candidates take Papers 1 and 2.

Paper 1: Composition	(2 hours)
<p><b>Section A – 30 marks</b> One composition of about 120 words from a choice of two topics.</p> <p><b>Section B – 60 marks</b> One essay of about 200 words from a choice of three topics.</p> <p>Weighting: 45% of total marks</p>	
Paper 2: Language Usage and Comprehension	(1½ hours)
<p><b>Section A – 50 marks</b> Language usage questions.</p> <p><b>Section B – 14 marks</b> Multiple-choice comprehension questions.</p> <p><b>Section C – 46 marks</b> Open-ended comprehension questions.</p> <p>Weighting: 55% of total marks</p>	

#### 3.1 Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/olevel](http://www.cambridgeinternational.org/olevel)

Detailed timetables are available from [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

#### 3.2 Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- syllabuses with the same title at the same level.

Please note that Cambridge O Level, Cambridge IGCSE and Cambridge IGCSE (9–1) syllabuses are at the same level.



---

## 4. Syllabus aims and assessment objectives

---

### 4.1 Syllabus aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the Cambridge O Level examination. They are not listed in order of priority.

The aims are to:

- enable students to communicate accurately, appropriately and effectively in writing
- enable students to understand and respond appropriately to what they read
- encourage students to enjoy and appreciate the variety of language
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote the students' personal development and an understanding of themselves and others.

### 4.2 Assessment objectives

There are three assessment objectives:

#### A Continuous Writing

Candidates will be assessed on their ability to:

- 1 articulate experience and express what is felt and what is imagined
- 2 order and present facts, ideas and opinions
- 3 communicate effectively and appropriately
- 4 demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling
- 5 express thoughts, feelings and opinions in order to interest, inform or convince
- 6 demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

#### B Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1 understand and adequately convey information
- 2 understand, order and present facts, ideas and opinions
- 3 evaluate information and select what is relevant to specific purposes
- 4 articulate experience and express what is felt and what is imagined
- 5 communicate effectively and appropriately
- 6 show a sense of audience and an awareness of register and style in both formal and informal situations.

## C Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1 exercise control of appropriate structures
- 2 understand and employ a range of apt vocabulary
- 3 recognise implicit meaning and attitude
- 4 evaluate information and express it in their own words.

---

## 5. Description of components

---

The question papers are set entirely in Bengali. Dictionaries may **not** be used in the examination.

### Paper 1: Composition

**2 hours, 90 marks**

**Section A: Letter, report, dialogue or speech (30 marks)**

From a choice of two topics, candidates must write one letter, report, dialogue or speech of about 120 words in Bengali.

**Section B: Essay (60 marks)**

From a choice of three topics, candidates must write one essay of about 200 words in Bengali.

### Paper 2: Language Usage and Comprehension

**1½ hours, 110 marks**

**Section A: Language Usage (50 marks)**

Questions will include combination or separation of words, idioms, proverbs and words in pairs, sentence transformation and a cloze passage.

**Section B: Comprehension (multiple-choice questions) (14 marks)**

Candidates must answer seven questions based on a prose passage of about 280 words.

**Section C: Comprehension (open-ended questions) and Vocabulary (46 marks)**

Candidates must answer six questions based on a prose passage of about 270 words. A vocabulary question will follow the comprehension questions in this section.

---

## 6. Other information

---

### Equality and inclusion

We have taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is in the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Language

This syllabus is available in English only. The associated assessment materials are in Bengali.

### Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

### Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

### Grading and reporting

Cambridge O Level results are shown by one of the grades A\*, A, B, C, D or E, indicating the standard achieved, A\* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

## How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- to measure learning and achievement

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

- to show likely future success

The outcomes:

- help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
- help students choose the most suitable course or career.

Cambridge Assessment International Education  
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

Copyright © UCLES September 2019