

A-level
BENGALI
7637/2

PAPER 2 WRITING (SET TEXTS AND FILMS)

Mark scheme

V1.0

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 Assessment Writer.

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.

Further copies of this mark scheme are available from aqa.org.uk

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 are marks 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 300 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.

AO3	
17-20	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.
13-16	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.
9-12	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.
5-8	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.
1-4	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.

AO4	
17-20	<p>Excellent critical and analytical response to the question set</p> <p>Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
13-16	<p>Good critical and analytical response to the question set</p> <p>Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
9-12	<p>Reasonable critical and analytical response to the question set</p> <p>Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
5- 8	<p>Limited critical and analytical response to the question set</p> <p>Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
1-4	<p>Very limited critical and analytical response to the question set</p> <p>A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.</p>
0	The student produces nothing worthy of credit in response to the question.

Section A: Books

Rabindranath Tagore: Golpo Guccho

Either

Question 01.1

Analyse how Tagore portrays the theme of loneliness in at least two of the short stories you have read.

Possible content

Analysis of character of protagonists, referring to their personal and social customs and the reasons for their loneliness

Family situations described in the two stories

Compare and contrast protagonists in the short stories and how their loneliness affects them

Analysis of consequences of loneliness in the short stories

[40 marks]

Or

Question 01.2

“Tagore deals with the complex emotions of women.” Referring to at least two of the stories you have read, to what extent do you agree with this statement?

Possible content

Emotional aspects of the family

Emotional differences between men and women

To what extent traditional customs are still adhered to within families

Analysis of women’s expectations of their parents, husbands or lovers

Issues affecting women today

Impact of tragedy which occurs at the end of some stories

[40 marks]

Kazi Nazrul Islam: Sanchita

Either

Question 02.1

In his many poems the poet, Nazrul Islam, strongly advocates women's rights. To what extent do you feel he expresses this in the poems you have studied?

Possible content

Poet's main focus was women's rights

Analysis of traditional nature of male dominance over women as portrayed in the poems

Depiction of division of work between men and women in the old culture

Analysis of how women are treated/portrayed in the poems

To what extent women are depicted as working equally with men

To what extent the poet emphasises that women should be treated equally to men

[40 marks]

Or

Question 02.2

Analyse Nazrul Islam's attitude towards equality between men and women in the poems you have studied.

Possible content

Analysis of how the poet expresses his attitude towards humanity and equality in his poems

Analysis of how the poet shows that all people are equal regardless of gender, caste, wealth or lack of it

To what extent the perception of women's role has changed in terms of equality in their work and profession

[40 marks]

Syed Waliullah: Laalshalu

Either

Question 03.1

“Majid influences and deceives the poor and illiterate inhabitants of the village, Muhammad Nagar.”
To what extent do you agree with this statement?

Possible content

- Analysis of the background of Majid, the protagonist of the novel
- Majid's ambition and how successful he was in achieving it
- The impact of Majid's deception on the innocent village people
- Analysis of Majid's relationship with Khalek Bepari
- To what extent the people of the village fell victim to Majid and their disastrous lives afterwards
- Impact when the truth of Majid's crooked action was revealed

[40 marks]

Or

Question 03.2

Analyse how the writer depicts the life of the poverty-stricken people of rural Bengal.

Possible content

- The author's depiction of the village at the time the protagonist, Majid, was growing up
- Religious beliefs of the people of the village, Muhammad Nagar
- Analysis of how Majid used religious beliefs as a way of changing the way of life of the villagers
- The impact of Majid's disagreement with the religious beliefs
- Challenges faced by the appearance of another religious man and the impact of his preaching to the villagers
- To what extent the efforts of the school establishment were successful in educating the village people
- To what extent the village people were manipulated by the religious fake
- The impact on the people of the village at the end of the story

[40 marks]

Section B: Films

Londoni Konya: Shakur Majid

Either

Question 04.1

Analyse how the director of this film portrays Jori's struggles as she adapts to life in Bangladesh.

Possible content

- Analysis of the film's depiction of everyday life of the rural people of Bangladesh
- Social, cultural and religious aspects of the village people
- Analysis of Jori's upbringing and her attitude towards marriage
- The impact of her parents' intention to arrange a marriage between their daughter and a Bangladeshi boy
- The difference between Jori's choice and her parents.
- Analysis of the way the dowry system is presented in this film

[40 marks]

Or

Question 04.2

“The primary theme of this film is the wish of the parents for the marriage between a boy and a girl without their consent.” To what extent do you agree with this statement? Discuss how the director portrays this statement.

Possible content

- Analysis of the portrayal of arranged marriage in the film
- To what extent the film shows children's lifestyle as having changed nowadays
- Analysis of the way differences in attitude and behaviour between parents and children are portrayed in the film
- Impact of parents' greed leading to girls being trapped in loveless marriages
- To what extent the film is successful in promoting marriage as a relationship built on mutual respect and understanding

[40 marks]

Amaar Bondhu Rashed: Morshedul Islam

Either

Question 05.1

To what extent does the director portray the freedom fighters as heroes in this film?

Possible content

- Analysis of the depiction of the country before independence
- War, cruelty and exploitation of people by the ruling government
- To what extent war affected people's attitude towards the government
- The film's depiction of how the freedom fighters played their role in the movement towards independence of their country
- Analysis of how freedom fighters are formed
- The impact of suffering on the people during the nine months of the war portrayed in the film
- How the film depicts the way the freedom fighters fought and gained independence for their country
- To what extent the freedom fighters are successfully portrayed as heroes of the country and their impact on life today

[40 marks]

Or

Question 05.2

Rashed's sacrifice continues to be an inspiration for young Bangladeshis today. To what extent do you agree with this statement?

Possible content

- The film's depiction of Rashed's school years
- Impact of the freedom fights depicted in the film
- Analysis of Rashed's involvement in the fight for liberation and how he formed a group of freedom fighters
- To what extent the film successfully portrays how Rashed inspired other people of his age and the impact of his death
- The impact of Rashed's courage and great determination for freedom as portrayed in the film
- To what extent Rashed remains a source of inspiration today to the younger generation

[40 marks]

