



Mark Scheme (Results)

Summer 2016

Pearson Edexcel International GCSE in Bengali (4BE0) Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2016

Publications Code 4BE0_01_1606_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Q1. Mark Scheme**4BEO / 01 June 2016**

	Com = 2 marks	Com = 1 mark	Com = 0
(a)	No sooner had I reached the station than the train left. আমি স্টেশনে পৌঁছতে না পৌঁছতেই ট্রেন ছেড়ে দিলো। Complete transmission with accurate language, such as আমি স্টেশনে পৌঁছতে না পৌঁছতেই ট্রেন ছেড়ে দিলো। • or similar. Complete transmission with minor spelling errors (one or two) such as: আমি স্টেশনে পঁছতে না পৌঁছতেই ট্রেন ছেরে দিলো। or similar.	Complete transmission without punctuation mark/s, such as আমি স্টেশনে পৌঁছতে না পৌঁছতেই ট্রেন ছেড়ে দিলো or similar. • Partial transmission/omission of one word/phrase from the following, আমি /স্টেশনে or পৌঁছতে না পৌঁছতেই or ট্রেন or ছেড়ে দিলো such as: আমি পৌঁছতে না পৌঁছতেই ট্রেন ছেড়ে দিলো। • Complete transmission with major spelling errors, (three or four) which does not affect communication such as: আমি ইসটিশনে পঁছতে না পৌঁছতেই গ্লএংক্ভথ ছেরে দিলো। or similar.	• Transmission is: totally out of context/does not make sense at all such as: ট্রেনএং গ্লক্ভথ গ্লএংক্ভথ। or similar.
	Com: = 2 marks	Com = 1	Com = 0
(b)	• He will not have finished reading for at least another half an hour. • transmission with accurate language, such as: তার পড়া অন্ততপক্ষে আরও আধ ঘণ্টার আগে শেষ হবে না। or similar. • Complete transmission with minor spelling errors (one or two) such as: তার পরা অন্ততপক্ষে আরও আধ গণ্টার আগে শেষ হবে না। or similar.	• Complete transmission without punctuation mark/s, such as: তার পড়া অন্ততপক্ষে আরও আধ ঘণ্টার আগে শেষ হবে না or similar. • Partial transmission/omission of one word/phrase from the following, তার or পড়া or অন্ততপক্ষে or আরও or আধ ঘণ্টার or আগে or শেষ হবে না such as: তার পড়া আরও আধ ঘণ্টার আগে শেষ হবে না। or similar. Complete transmission with major spelling errors, (three or four)	• Transmission is: totally out of context/does not make sense at all such as: সে পড়া শেষ করেছে। or similar.

		which does not affect communication such as তার পরা অন্ততপকে আরও আদা গনটার আগে শেষ হবে না। or similar.	
--	--	---	--

	Com: = 2 marks	Com = 1	Com = 0
(c)	- You should keep your room clean and help your parents Complete transmission with accurate language, such as: ঘর পরিষ্কার রাখা আর বাবা-মাকে সাহায্য করা তোমাদের উচিত। or similar. - Complete transmission with minor spelling errors (one or two) such as: ঘর পড়িষ্কার রাখা আর বাবা-মাকে সাহায্য করা তোমাদের উচিত। or similar.	Complete transmission without punctuation mark/s, such as: ঘর পরিষ্কার রাখা আর বাবা-মাকে সাহায্য করা তোমাদের উচিত। or similar. - Partial transmission/omission of one word/phrase from the following, ঘর পরিষ্কার or রাখা or আর or বাবা-মাকে or সাহায্য করা or তোমাদের or উচিত such as: ঘর পরিষ্কার রাখা আর সাহায্য করা তোমাদের উচিত। or similar. - Complete transmission with major spelling errors, (three or four) which does not affect communication such as: ঘড় পড়িষ্কার রাখা আর বাবা-মাকে সাহায্য করা তোমাদের উচিত। or similar.	Transmission is: totally out of context/does not make sense at all such as: বাবা-মার কথা তোমাদের শোনা উচিত or similar.
	Com: = 2 marks	Com = 1	Com = 0
(d)	- If we had worked together, we could have completed it earlier.. - Complete transmission with accurate language, such as: আমরা একসঙ্গে করলে কাজটা আগেই শেষ হয়ে	- Complete transmission without punctuation mark/s, such as: আমরা একসঙ্গে করলে কাজটা আগেই শেষ হয়ে যেতো or similar. - Partial transmission/omission of one word/phrase from the following, আমরা or একসঙ্গে করলে or কাজটা or আগেই or শেষ or হয়ে যেতো such as: একসঙ্গে করলে কাজটা আগেই	Transmission is: totally out of context/does not make sense at all such as: কাজটা শেষ হয়েছে। or similar.

	যেতো। or similar. Complete transmission with minor spelling errors (one or two) such as: আমরা একসঙ্গে কড়লে খাজটা আগেই শেষ হয়ে যেতো। or similar	শেষ হয়ে যেতো। Complete transmission with major spelling errors, (three or four) which does not affect communication such as: আমরা একসঙ্গে কড়লে খাজটা আগেই শেষ হয়ে জেতো। or similar.	
	Com: = 2 marks	Com = 1	Com = 0
(e)	- How entertaining was the film you watched last night? - Complete transmission with accurate language, such as: গত রাতে তুমি/তোমরা যে ছায়াছবি/ফিল্মটা দেখেছিলে সেটা কতোটা আনন্দদায়ক ছিলো? or similar. - Complete transmission with minor spelling errors (one or two) such as: গত ডাতে তোমড়া যে ছায়াছবিটা দেখেছিলে সেটা কতোটা আনন্দদায়ক ছিলো? or similar.	- Complete transmission without punctuation mark/s, such as: গত রাতে তোমরা যে ছায়াছবিটা দেখেছিলে সেটা কতোটা আনন্দদায়ক ছিলো - Partial transmission/omission of one word/phrase from the following, গত রাতে or /তোমরা or যে ছায়াছবিটা or দেখেছিলে or সেটা or কতোটা or আনন্দদায়ক ছিলো such as: তোমরা যে ছায়াছবিটা দেখেছিলো সেটা কতোটা আনন্দদায়ক ছিলো? or similar. - Complete transmission with major spelling errors, (three or four) which does not affect communication such as: তোমড়া যে চায়াচবিটা দেখছিলে সেটা কতোটা আনন্দদায়ক ছিলো? or similar.	Transmission is: totally out of context/does not make sense at all such as: আমরা সিনেমায় ছায়াছবিটা দেখেছি। or similar.

Marking Grid for Q1 4BEO-01 January 2015**There are 5 sentences in Q1****Communication Mark: (for each single sentence)****2 marks:**

- **Full relevant communication in Bengali with minor spelling errors (1 or 2 spellings)**

1 mark:

- **Partial / half relevant communication in Bengali and or 3 / 4 spelling errors**

0 mark:**No relevant communication****The Quality of Language grid is applied GLOBALLY to all five sentences**

Quality of language	Explanations	Possible marks based on the total Communication marks
5	High level of accuracy with only minor errors	Com = 10/9 → 5
4	Level of accuracy generally secure but incidents of error increases in more complex language.	Com = 8/7 → 4
3	Accuracy variable with some basic errors.	Com = 6/5 → 3
2	High incidence of error impedes communication at times. Inconsistent.	Com = 4 → 2
1	Frequent error with only isolated examples of accurate language.	Com = 3/2 → 1
0	No language worthy of credit.	Com = 1/0 → 0

Question 2 and Question 3: Translation

	Transmission
13-15	Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.
10-12	A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.
7-9	The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.
4-6	Only the more straightforward concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.
1-3	Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.
0	No language worthy of credit.

	Quality of Language
9-10	A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense use. Very pleasant to read overall, although not necessarily faultless.
7-8	A high level of accuracy overall with however occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense/ concept/time sequence generally secure although occasional lapses are evident. Pleasant to read for the most part.
5-6	Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate with several items unknown. Problems at times with tense use. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.

3-4	Some inaccuracies in basic grammar although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives, and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.
1-2	A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little of credit.
0	No language worthy of credit.

Question Number	Answer	Mark
2	বর্তমান বিশ্বে বহু সংখ্যক মহিলা বিভিন্ন পেশায় কর্মরত আছে। এটা যেমন নিঃসন্দেহে সন্তোষজনক তেমনি এই পরিবর্তন মহিলাদের প্রতি লোকজনের দৃষ্টিভঙ্গীও পাল্টে দিচ্ছে। শুধুমাত্র স্বাধীনতা নিশ্চিত করা বা চাকরী পাওয়ার মধ্যেই মহিলাদের স্বপ্ন দেখা সীমাবদ্ধ নয়। বস্তুতঃ ওরা নিজস্ব ব্যবসা অথবা কোম্পানির মালিক হতে চায়। তবে একজন পেশাজীবী মহিলা সবসময়ই নিজেকে প্রশ্ন করে, “কী করে আমি আমার কাজ ও ব্যক্তি জীবনের মধ্যে ভারসাম্য রক্ষা করবো? কীভাবে আমি আমার পরিবারের প্রত্যাশা মেটাবো?” বাংলাদেশের মতো পুরুষশাষিত সমাজে মহিলাদের পেশাগত জীবন কতোগুলো সামাজিক প্রতিবন্ধকতায় সীমাবদ্ধ যেমন, বাচ্চা-কাচ্চা পালন, বৃদ্ধ বাবা-মাকে দেখাশুনা, অসময়ে কাজ করা ইত্যাদি। এটা বলা বাহুল্য যে, মহিলারা অতিরিক্ত সময় কাজ করতে চাইলে অথবা অফিসের কাজে শহরের বাইরে যেতে হলে পরিবারের কাছ থেকেই বেশি বাধা পায়। অবশ্য সাম্প্রতিক গবেষণায় দেখা গেছে যে মহিলারা বিশেষ করে দক্ষিণ এশিয়ার মহিলারা ক্রমাগতভাবে পুরুষদের পাশাপাশি সমানভাবে সফল হচ্ছে এমনকি অনেক ক্ষেত্রেই অধিকতর উন্নতি লাভ করেছে। নির্বাহী এবং নেতৃত্বান্বিত পদে অধিক সংখ্যক মহিলা দায়িত্বভার নিলে সেটাকে কোনো সমস্যা হিসাবে না দেখে বরং সফলতা বলে মনে করতে হবে। যেসব মহিলা বিভিন্ন সমাজ কল্যানমূলক প্রকল্পে নেতৃত্ব দিচ্ছে, তারা সমাজের দরিদ্র মহিলাদের জীবন চালাতে সহায়তা করেছে। তারা এসব মহিলাদেরকে স্বাবলম্বী হতেও সাহায্য করেছে। সুতরাং মহিলাদের সৃজনশীলতা ও কর্মক্ষমতাকে উপেক্ষা না করে সম্মান করতে হবে। এটা নতুন প্রজন্মের জন্য এক প্রগতিশীল সমাজ প্রতিষ্ঠায় এগিয়ে আসার পথ খুলে দেবে।	(25)

Question 3– Translation into English

Marks are awarded for transmission and quality of language, using the following assessment criteria grids.

Transmission	Mark
--------------	------

No language worthy of credit.	0
Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1-3
Only the more straightforward and concrete points are transmitted successfully. Very little or no awareness of nuance and/or idiom. Several sections totally misunderstood. The style is incoherent with communication impaired at times.	4-6
The main points, usually narrative and concrete, are conveyed successfully for the most part, although problems are encountered with more complex language. Inference, nuance and idiom transmitted successfully on occasions. Some passages misunderstood and attempts at rephrasing only partially successful. The style is not always coherent.	7-9
A generally very competent rendering of the original text with grasp of most detail, nuance and idiom. Some passages, usually more complex, misinterpreted. Some successful attempts at rephrasing. The style is generally pleasing.	10-12
Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13-15

Quality of language	Mark
No language worthy of credit.	0
A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1-2
Some inaccuracies in basic grammar, although narrative sections, usually short and straightforward, are in general correct. Lexis and structures appropriate to the task restricted with some often quite basic items unknown. At times some fairly basic problems with tense concept/time sequence. Use of given adjectives and/or adverbial phrases occasionally evident, though these are likely to be only partially successful. Often quite difficult to follow.	3-4
Largely accurate when using simple, short phrases: incidence of error increases in more complex language. Lexis and structures appropriate to the task tend to be adequate, with several items unknown. Some use of given adjectives and/or adverbial phrases with some degree of success. About half of what is written should be free of major errors. Not always easy to read.	5-6
A high level of accuracy overall, however with occasional basic errors, usually in more complex language. Uses a wide range of lexis and structures appropriate to the task with occasional lapses. Grasp of tense concept/time sequence generally secure, although occasional lapses are evident. Pleasant to read for the most part.	7-8
A very high level of accuracy with only minor errors. Confident use of a wide range of lexis and structures appropriate to the task. Excellent grasp of tense concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9-10

Question 3

English translation**Question 3– Translation into English**

Question Number	Answer	Mark
3	There are some rivers with crystal clear water at the foothills of mountains in the north-east frontier of Bangladesh. The most renowned of them the river Lovacchora. At the start of monsoon this year, three of us set for Sylhet by coach to visit Lova. We started our journey to Lova from Sylhet in a rented car the following morning. Passing through many villages and fields we reached an unknown village by mid-day. There we had our lunch sitting in an open space in the market. With the help of local people, we managed to find our way from there on. We moved forward along that road. The road is muddy and narrow which is surrounded by green paddy fields. After travelling a bit further we saw a dense bamboo bush. After crossing the bush we saw the river Surma in front of us. We got on a motor boat from the quay, where we left our car. The boat was speeding towards Lovacchora river. Apart from a few motor boats there was nothing else on the river. We are moving with a gusty wind and a strong current enjoying the eye-catching beauty of the riverbank covered with green vegetation. The water was splashing over the boat and spraying over our face. There was no life jackets with any of us in spite of that we were not scared. We reached the century old hanging bridge of Lovacchora tea garden at dusk. What an amazing view it was! Our experience has been enjoyable and unforgettable.	(25)

Question 4 – Writing (Total: 35 marks)

This question attracts marks for **Communication and content** and **Quality of Language**. Please see the following grids:

	Communication and content
17-20	Responds fully and appropriately to the stimulus with excellent and relevant expansion. Gives detailed descriptions, expresses and justifies opinions as appropriate to the task. The time sequence is clear and unambiguous. A coherent piece of writing which is pleasant to read.
13-16	Responds to nearly all of the task although there may be some omissions. Some relevant expansion at times. Provides evidence of description, narration and opinion as appropriate to the task. Time sequence generally sound with occasional lapses. A generally well structured piece of writing. A sound attempt overall to link the piece into a coherent whole with, however, some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.
9-12	Majority of task completed with, however, some significant omissions. There may be some irrelevance. Goes beyond a minimal response with some expansion of ideas and straightforward opinion relevant to the task. Time sequences show a degree of ambiguity at times. Comprehensible overall with some attempt to link the piece into a coherent whole. Ambiguous in places especially in more ambitious language. Tends to be somewhat predictable.
5-8	Main points of the task understood but some points totally misunderstood. Some major omissions with a degree of irrelevance and/or repetition. Level of response fairly limited with little opinion and justification appropriate to the task. Functions predominantly in simple, concrete sentences for the most part. Some evidence of correct time sequences but mostly inconsistent and insecure. Just about comprehensible overall with, however, a marked degree of ambiguity. Not easy to read.
1-4	Task generally misunderstood with little relevant information conveyed. Much ambiguity, confusion and omission. Level of response minimal with only a few relevant phrases. Communication largely impaired. Time sequences rarely correct. Largely incomprehensible with the exception of isolated items. Very difficult to read.
0	No language worthy of credit.

	Quality of Language
13-15	Predominantly accurate: free of all but minor errors in grammar, syntax and morphology. Uses a wide range of vocabulary, idiom and structure appropriate to the task with very little or no repetition. Excellent use of tense concept/time referents. Excellent examples of subordination and appropriate use of more complex structures. Clear ability to manipulate language with a high degree of accuracy to suit the purpose. Very pleasant to read, though not necessarily faultless.
10-12	Generally accurate and secure in grammar, syntax and morphology with some lapses. Accuracy less secure when more complex language is attempted. Uses a good range of vocabulary, idiom and structure, which are for the most part appropriate to the task. Attempts at more ambitious structures not always successful. Generally a secure grasp of tense concept/time referents. Manipulates language to suit the task at hand with, however, some errors. A wide range of vocabulary, idiom and structure may compensate for a lower level of accuracy. Generally easy to read despite the errors.
7-9	Fairly accurate in simple language however tends to be inconsistent in application of grammar, syntax and morphology when attempting more complex language. Range of vocabulary, idiom and structure standard and somewhat predictable. Some inconsistency in use of tense concept/time referents. Some attempts at subordination and sentence linking which are only partially successful. Attempts enhancement of fact with adjectives and/or adverbial phrases with moderate success. About half of what is written should be free of major errors. Despite inaccuracies the basic message is conveyed.
4-6	Accuracy is inconsistent with frequent basic errors in grammar, syntax and morphology. Simple, short sentences are sometimes correct but very little beyond. Range of vocabulary and structure very limited. Use of tense concept/time referents limited and often inappropriate. Limited success in attempts at enhancement of fact with adjectives, and/or adverbial phrases. Not easy to read.
1-3	A high level of inaccuracy with very frequent and basic errors in grammar, syntax and morphology. There may be the occasional correct phrase. No awareness of tense concept/time referents. Vocabulary very basic with little or no evidence of correct use of basic structures. Communication is severely impaired overall. Extremely difficult to read.
0	No language worthy of credit.

