



Mark Scheme (Results)

January 2018

Pearson Edexcel International GCSE
In Bengali (4BE0) Paper 1



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January 2018

Publications Code 4BE0_01_1801_MS

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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.

Question1

	Translation	Accept	Reject	Marks
(a)	None of the hotels has job vacancies for students. কোনো হোটেলেই ছাত্রছাত্রীদের জন্য কর্মখালি /কাজ নেই।	শিক্ষার্থীদের চাকরী/ চাকরি খালি	অফিসে লোকজনের	2
(b)	Do you like the examination system to be introduced next year? আগামী বছর যে পরীক্ষা পদ্ধতি শুরু হবে তাতে তুমি কি খুশি?	সামনের বছর নিয়ম, রীতি, প্রথা	গতো/এই বছর	2
(c)	In spite of all my advice she has made the same mistake. আমার সব উপদেশ সত্ত্বেও সে একই ভুল করেছে।	পরামর্শ মেয়েটি	সাহায্য ছেলেটি	2
(d)	It would really be nice to see how these baskets are made. ঝুড়িগুলো কীভাবে বানানো হয় তা দেখতে সত্যিই সুন্দর লাগবে!	তৈরি করা/ বোনা ভালো/চমৎকার লাগতে পারে	বাটি সাজানো	2
(e)	She said, “I wasn’t expecting you here at this moment.” সে বললো, “তোমাকে এই মুহূর্তে এখানে আমি আশা করিনি।”	মেয়েটি এই ক্ষণে/সময়ে	সব সময়/মঝোমধ্যে	2

Marking Grid for Q1 4BEO-01 January 2017**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 2

Bengali translation

এক রৌদ্রজ্বল সকালে আমার বন্ধু আর আমি চট্টগ্রাম থেকে পাহাড়ি শহর বান্দরবনে যাত্রা শুরু করলাম। সেখানে এক শিবিরে আমরা রাত কাটলাম। পরের দিন সকালে সাংগু নদীপথে নৌকায় ভ্রমণ শুরু করলাম। বাংলাদেশের সবচেয়ে সুন্দর ও ঘন বনের মধ্যে দিয়ে আমাদের যাত্রা শুরু হলো।

নদীটির উৎপত্তি যেখানে সেই যায়গায় আমরা দুপুরের মধ্যে পৌঁছে গেলাম। বিশেষভাবে তৈরি এক গাড়িতে সেখান থেকে আমরা টেকনাফে রওয়ানা দিলাম। পথে যেতে যেতে আমরা অনেক উপজাতি লোকজনকে পাহাড়ের গায়ে চাষাবাস করতে এবং বন থেকে কাঠ বহনকারী হাতী দেখতে পেলাম।

তারপর আমরা দুপুর নাগাদ টেকনাফে এসে থামলাম। হঠাৎ আমরা নিজেদেরকে একটা শিলা বাগানের কাছাকাছি পেলাম। চারিদিকে শিলাময় এরকম একটি জায়গা দেখার অভিজ্ঞতা এর আগে আমাদের কখনো হয়নি। এটা ছিলো সত্যিই অপূর্ব! এপর আমরা সেন্ট মার্টিনের প্রবাল দ্বীপে নৌকায় ভ্রমণ করলাম। পানিতে স্রোত ছিলো না তবে বৈঠা চালাতে আমাদের কষ্ট হচ্ছিলো। অবশেষে আমরা দ্বীপে এসে পৌঁছলাম। স্থানীয় লোকজন আমাদের মালপত্র প্রবাল মার্কেটে আনতে সাহায্য করলো। আমরা সেখানে আমাদের তাঁবু খাটলাম আর টিনজাত খাবার দিয়ে রাতের খাওয়ার তৈরি করার জন্য আমি যখনই স্টোভ জ্বালাতে যাচ্ছিলাম তখনই আমার বন্ধু স্থানীয় খাবার খাওয়ার পরামর্শ দিলো, তাই আমরা একটি স্থানীয় রেস্টুরেন্টে খেতে যাওয়া স্থির করলাম।

পরেরদিন সকালে আবারও আমরা টেকনাফের দিকে নৌকা বাইতে লাগলাম। আকাশ ঝড়ের সঙ্কেত দিয়ে কালো মেঘে ছেয়ে গেলো। মাঝ নদীতে ঝড় আমাদের আঘাত হানলো। এই ঝড়ের মধ্যে দিয়ে কয়েক ঘন্টা পরে আমরা টেকনাফ পৌঁছলাম। ততক্ষণে সেখানে রাত হয়ে গেছে।

Question 3

English translation

Shihab was in tears, crying, on the road side. He was shivering with fear and apprehension as he was left alone in Dhaka, an unfamiliar city. The man that had accompanied him from his village had disappeared, leaving him alone amidst a large crowd of people. He felt helpless, not knowing how to escape this situation he found himself in.

Shihab lost his father at birth. His mother also passed away during his fifth-year annual examination in school. So, as a victim of these sufferings, he came to Dhaka in the quest of fortune. The village people kept telling him there was no need to go to the city at such a young age. They thought people in the city would not help him were he to find himself in trouble. He did not listen to anyone. So, what happened next?

Rajib was coming back home from college along that road. He saw a boy crying and walked over to him, Rajib was moved by the boy's tears. Rajib managed to control his emotions and asked the boy, "What happened to you? Why are you crying?" Wiping his eyes, Shihab said, "The man with whom I came here, left me and disappeared. I do not know where to go now?"

Rajib was surprised to see the boy so politely spoken. He asked for the boy's name and his details. While holding Shihab's hand, he asked, "Would you like to come to my house? You will be admitted to school again and would study with me. My parents will also be happy." Shihab's fears and worries had disappeared when he heard Rajib's words. He had a sigh of relief and thought to himself, "Will I have a shelter at least!"

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.

