Mark Scheme (Results)

June 2011

International GCSE

Bengali (4BE0_01)

The table below shows how marks are distributed throughout the paper.

Question	Transmission Communication/Content	Quality of Language	Total for Question
1	10%	5%	25%
2	15%	10%	25%
3	15%	10%	15%
4	20%	15%	35%

Assessment criteria and mark scheme

Assessment criteria reflect the standard expected at International GCSE. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' should be interpreted in this context.

Minor errors include, for example, the **occasional** omission of accents, incorrect gender, article, slight spelling errors.

Major errors include, for example, the **consistent** mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Marks are awarded positively using the following assessment grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate performance may require a 'best fit' mark.

Question 1 – Practical application of grammar (Total: 15 marks)

Five sentences each worth 2 marks, plus a global mark for Quality of Language.
Marks are awarded for **Communication** as well as for **Quality of Language.**
Please refer to the following grids:

Communication	
2	Fully communicated in the target language although with some ambiguity in the expression.
1	At least half the sentence is correctly communicated in the target language.
0	No relevant communication.

The Quality of Language grid is applied **GLOBALLY** to all five sentences.

Quality of language	
5	High level of accuracy with only minor errors.
4	Level of accuracy generally secure but incidence of error increases in more complex language.
3	Accuracy variable with some basic errors.
2	High incidence of error which impedes communication at times. Inconsistent.
1	Frequent basic error with only isolated examples of accurate language.
0	No language worthy of credit.

Q1.	Com: = 2 marks QoL: = 1 mark	Com: = 2; Qol = 0 Or Com – 1; Qol = 1	Com = 1 QoL = 0	Com = 0 Qol = 0
(a)	● Why does your sister dislike reading novels? ● Complete transmission with accurate language, such as তোমার /আপনার বোন উপন্যাস পড়তে কেন অপছন্দ করে/না তোমার বোনের উপন্যাস পড়তে ভালো লাগে না কেন? or similar ● Complete transmission including the question mark with minor spelling errors, (one or two) such as: ● তোমার ভোন উপননাশ পড়তে কেন অপছন্দ ক ? or similar ● Com = 2 QoL = 1	● Complete transmission without question mark, such as এই সেই তোমার /আপনার বোন উপন্যাস পড়তে কেন অপছন্দ করে/ন। ● Com = 1 QoL = 1 ● Transmission with omission of either তোমার /আপনার or বোন ষক্ষ উপন্যাস or কেন or পড়তে or অপছন্দ such as: ● তোমার বোন পড়তে কেন অপছন্দ করে? or similar ● Com = 1 QoL = 1 ------------------------- ● Complete transmission with three / four spelling errors which does not affect communication such as: ● আপনাড় ভোন উপনাস পরতে কেন অপছন্দ করে/ন or similar ● Com = 2 QoL = 0	● Partial / half transmission and or any one of the following: ● তোমার /আপনার বোন or উপন্যাস পড়তে / or কেন অপছন্দ or ● similar such as: ● সে কেন উপন্যাস পড়ে না? or ● তোমার বোন কেন পড়ে না? or similar ● Com = 1 QoL = 0	● Transmission is: totally out of context does not make sense at all ● if তোমার /আপনার বোন + উপন্যাস পড়তো+ কেন + অপছন্দ totally omitted, such as: ● সে কি খেলাধূলা করে না? or similar ● Com= 0QoL = 0

Com: = 2 marks QoL: = 1 mark	Com: = 2; QoL = 0 Or Com – 1; QoL = 1	Com = 1 QoL = 0	Com = 0 QoL = 0
(b) ● Looking back, I don't think we are any worse off. ● Complete transmission with accurate language, such as: অতীতের কথা ভাবলে আমার মনে হয় না যে আমাদের কোনো অবনতি হয়েছে। or similar ● ***Com = 2 QoL = 1*** ----------------------------------- ● Complete transmission with minor spelling errors (one or two), such as: ● অতীতের কথা ভাবলে আমার মনে হয় না যে আমাদের কোনো অভন হয়েছে। or similar ● ***Com = 2 QoL = 1***	● Complete transmission with major spelling errors, (three or four) which does not affect communication such as: অতীথের কতা বাভলে আমার মনে হয় না যে আমাদের কোনো অভনতি হয়েছে। or similar ● ***Com = 2 QoL = 0*** ● Transmission with omission of either অতীতের কথা / পেছনে or ভাবলে or মনে হয় না or আমাদের or অবনতি হয়েছে such as: ● ভেবে দেখলে মনে হয় না যে আমাদের কোনো অবনতি হয়েছে। or similar ● ***Com = 1 QoL = 1***	● Partial / half transmission with omission of any two of the following: ●অতীতের কথা/ ভাবলে / মনে হয় না/ আমাদের / অবনতি হয়েছে or similar, such as: ● মনে হয় ভালো আছি ● পেছনে তাকালে মনে হয় or similar ● ***Com = 1 QoL = 0***	● Transmission is: totally out of context does not make sense at all ● if অতীতের কথা + ভাবলে + মনে হয় + ভালো আ িR or similar totally omitted, such as ● :চিন্তা করো না, ভালো আছি or similar ● ***Com= 0 QoL = 0***

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S No	Com: = 2 marks QoL: = 1 mark	Com: = 2; QoL = 0 Or Com − 1; QoL= 1	Com = 1 QoL = 0	Com = 0 QoL = 0
(c)	🟤 "You must work off your weight through exercise," the doctor said. 🟤 Complete transmission with accurate language,including speech mark, such as: 🟤 ডাক্তার বললেন, ''ব্যায়াম করে অবশ্যই তোমার ওজন কমিয়ে ফেলবে।'' or similar 🟤 *Com = 2 QoL = 1* 🟤 Complete transmission with minor spelling errors (one or two), such as: 🟤 ডাকটার বললেন, ''ব্যায়াম করে অবশ্যই তোমার অজন কমিয় ফেলবে।'' or similar 🟤 *Com = 2 QoL = 1*	🟤 Complete transmission without speech mark and punctuation such as : 🟤 ডাক্তার বললেন ব্যায়াম করে অবশ্যই তোমার ওজন কমিয়ে ফেলবে or similar 🟤 Complete transmission with major spelling errors, (three or more) which does not affect communication such as: 🟤 *ডাক্টার* বললেন, ''*ভায়াম* করে *অবশ্ই* তোমার *অজন* কমিয়ে ফেলবে 🟤 *Com = 2 QoL = 0* ------------------------ 🟤 Transmission with omission of either ডাক্তার or বললেন or ব্যায়াম করে যক্ষ অবশ্যই or তোমার ওজন or কমিয়ে ফেলবে such as শিক্ষক বরলেন, ব্যায়াম করে অবশ্যই তোমার ওজন কমাবে। or similar 🟤 *Com = 1 QoL = 1*	🟤 Partial / half transmission with omission of any two of the following 🟤 ডাক্তার বললেন / ব্যায়াম করে / অবশ্যই / তোমার ওজন / কমিয়ে ফেলবে or similar which affects communication such as: 🟤 ডাক্তার বললেন, ''খাওয়া কমাও।'' or similar 🟤 *Com = 1 QoL = 0*	🟤 Transmission is: totally out of context + 🟤 ভপ ডাক্তর + বললেন + ব্যায়াম করে + অবশ্যই+ তোমার ওজন + কমিয়ে ফেলবে totally omitted, such as: 🟤 মা আদেশ দিলেন, ''তাড়াতাড়িওে ঠা।'' or similar 🟤 *Com = 0 CoL = 0*

S No	Com: = 2 marks QoL: = 1 mark	Com: = 2; QoL = 0 Or Com – 1; QoL = 1	Com = 1 QoL = 0	Com = 0 QoL= 0
(d)	🟤 The mountains beyond the dense forest look amazing, don't they? 🟤 Complete transmission with accurate language, such as: ঘন বনের ওপারের পর্বতমালা দারুণ দেখাচ্ছে / লাগছে, নয় কি? or similar 🟤 *Com = 2 QoL = 1* 🟤 Complete transmission with minor spelling errors (one or two), such as গন বনের ওপারের পবতমালা দারুণ লাগছে, নয় কি? 🟤 or similar 🟤 *Com = 2 QoL = 1*	🟤 Complete transmission without punctuation mark such as: 🟤 ঘন বনের ওপারের পর্বতমালা দারুণ দেখাচ্ছে লাগছে নয় কি 🟤 *Com = 2 QoL = 0* 🟤 Complete transmission with major spelling errors, (three or more) which does not affect communication such as: গন বনের ওপারের পবতমালা ধারুন লাগছে, নয় কি? 🟤 or similar 🟤 *Com = 2 QoL = 0* 🟤 Transmission with omission of either ঘন /বনের or ওপারের or পর্বতমালা or দারুণ or দেখাচ্ছে or নয় কি? such as: বনের ওপারের পর্বতমালা দারুণ দেখাচ্ছে লাগছে, নয় কি? or similar 🟤 *Com = 1 QoL = 1*	🟤 Partial half transmission with omission of any two of the following: 🟤 ঘন বনের or ওপারের পর্বতমালা or দারুণ দেখাচ্ছে or নয় কি 🟤 or similar which affects communication, such মেয়েটিকে দারুণ লাগছে, নয় কি? 🟤 পাহাড়টা দারুণ দেখাচ্ছে or similar. 🟤 *Com = 1 QoL = 0*	🟤 Transmission is: totally out of context + 🟤 if ঘন বনের +ওপারের পর্বতমালা + দারুণ দেখাচ্ছে + নয় কি 🟤 or similar totally omitted, such as: সে আমার জামাটা ধুয়েছে কি? or similar 🟤 *Com = 0 CoL = 0*

S No	Com: = 2 marks QoL: = 1 mark	Com: = 2; QoL = 0 Or Com – 1; QoL = 1	Com = 1 QoL = 0	Com = 0 QoL = 0
(e)	🟡 By the time we reach the National Park, it will be dark. 🟡 Complete transmission with accurate language, such as: জাতীয় উদ্যানে/পার্কে পৌঁছুতে না পৌঁছুতে অন্ধকার হয়ে যাবে। 🟡 ন্যাশনাল পার্কে যেতে যেতে রাত হয়ে যাবে। 🟡 *Com = 2 QoL = 1* 🟡 Complete transmission with minor spelling errors (one or two), such as জাতীয় উদানে পৌঁছুতে না পৌঁছুতে অনদকার হয়ে যাবে। or similar *Com = 2 QoL = 1*	🟡 Complete transmission with major spelling errors, (three or more) which does not affect communication such as: *যাতিয় উদানে* পৌঁছুতে না পৌঁছুতে *অনদকার* হয়ে *জাবে।* 🟡 or similar 🟡 *Com = 2 QoL = 0* 🟡 Transmission with omission of either পার্কে পৌঁছুতে না পৌঁছুতে অন্ধকার হয়ে যাবে। such as: 🟡 বাড়িতে পৌঁছুতে না পৌঁছুতে অন্ধকার হয়ে যাবে। or similar 🟡 *Com = 1 QoL = 1*	🟡 Partial / half transmission with omission of any two of the following: জাতীয় উদ্যানে ষক্ষ পৌঁছুতে না পৌঁছুতে ষক্ষ অন্ধকার ষক্ষ হয়ে যাবে। 🟡 such as: বাড়ি যেতে রাত হবে or similar 🟡 *Com = 1 QoL = 0*	🟡 Transmission is: totally out of context 🟡 does not make sense at all such as: দেরী হলে বাবা বকবেন or similar *Com = 0 QoL = 0*

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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.

Bengali Translation of Q2

জলবায়ু পরিবর্তনের কারণে আমাদের পৃথিবী ভীষণভাবে ক্ষতিগ্রস্থ হচ্ছে তাই ছেলে বুড়ো তথা সব লোকজন এক জোটে একে প্রতিহত করা গুরুত্বপূর্ণ। সম্ভবত আমাদের ছেলেমেয়েদের কার্যবিধি এর সবচেয়ে বড় কারণ। অনেক উপায়ে তারা এই পৃথিবীটাকে বদলাতে পারে। সুতরাং, ছেলেবেলা থেকেই কিভাবে পরিবেশকে দেখাশুনা করতে পারে সে বিষয়ে শিক্ষা লাভ করা এখনকার ছেলেমেয়েদের জন্য দরকারী।

স্কুলে স্কুলে সবুজ প্রকৃতি সম্পর্কে জ্ঞানলাভের ক্লাশ থাকলে সেখানে গ্লোবাল ওয়ার্মিং এর পরিণতি এবং দূষণ হ্রাস করার জন্য কী কী করণীয় সে সম্পর্কে ছাত্রছাত্রীরা শিক্ষা পেতে পারে। রোজকার জীবনে পরিবেশগত সমস্যা ও এর সমাধানের উপায় বের করার জন্য স্কুলে তারা বিভিন্ন কাজ ও প্রকল্প করার দায়িত্ব নিতে পারে। যেমন, অপ্রয়োজনে আলো নেভানো, কম্পিউটার বন্ধ রাখা পানির অপচয় কমানো আর আবর্জনা জায়গামতো ফেলা। তারা স্কুলে এসব শিখে বাড়িতে কাজে লাগাতে পারে।

গ্লোবাল ওয়ার্মিং সম্পর্কে অবহিত থাকা সত্ত্বেও অনেকেই এর গুরুত্ব দিচ্ছে না। যে সব ছেলেমেয়েরা ছোট বয়স থেকে গ্লোবাল ওয়ার্মিং এর পরিণতি না জেনে বেড়ে উঠছে তারা কিভাবে একে প্রতিহত করবে? তাই স্কুলে স্কুলে বেশি করে পরিবেশ শিক্ষার ক্লাশ চালু করা অত্যন্ত গুরুত্বপূর্ণ।

স্কুলের আলোগুলো দিনরাত জ্বলে থাকলে, হিটিং চালু থাকলে কিংবা রিসাইক্লিং এর আবর্জনা পাত্রগুলো না থাকলে ছেলেমেয়েরা কি শিখবে? আমরা আমাদের প্রাকৃতিক সম্পদের সংরক্ষণে ব্যর্থ হলে একই সমাজে বেড়ে ওঠা আমাদের ভবিষ্যৎ প্রজন্মরা কী অনুভব করতো? সুতরাং, স্কুল ও অন্যান্য দালান-কোঠা তৈরীর পরিকল্পনা করার সময় শহরগুলো পরিবেশ বন্ধুসুলভ নকশা তৈরী করতে সহায়তা করবে। কিছু সংখ্যক স্কুলে ছেলেমেয়েরা শুরু থেকেই তিনটি সহজ নিয়ম মেনে চলছে: কমাও, পূর্নব্যবহার এবং রি-সাইকল করো!

English Translation of Question 3

When Polash woke up and saw that everything around him was dark he felt depressed. The sky was covered with thick black layers of cloud. Polash didn't feel like leaving the house in such weather, but today he had to. He had a job interview. And even though he stood little chance of getting the job, he had to go to the interview. It would be too upsetting if there was the chance of a job and he didn't make the effort to get it. While mulling all this over he arrived at the bus-stop. Who knew when the bus would turn up? Alongside the depressing weather now it even started raining. Polash looked up at the sky. It looked as if the bad weather was going to continue all day. He took shelter under a nearby tree and started thinking about himself and the family situation.

He had done well at university that year. He was a peaceful, quiet and gentle sort of man. What the people around him did not always notice was that he was also considerate, imaginative and a very good listener. But these were not qualities that would help him to promote himself. Every day he had to face up to the cruel reality of life. Imagination was not much use to him in this reality. Now what he needed was a job. At home were his retired father and his three younger sisters. They were making do with the small pension his father received at the end of each month but it was never enough. They hadn't paid the rent for three months. What could Polash do? Every morning he searched through the job adverts in the paper and went off full of uncertainty chasing every opportunity. Evey evening he returned home like a defeated soldier.

Suddenly he was jerked out of his thoughts by the deep-sounding horn of the bus. There it was! He ran towards it and scrambled onto it among the pushing and pulling of the other passengers. He looked at his watch and thought to himself that perhaps today would be his lucky day.

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.