

# Mark Scheme (Results)

Summer 2012

International GCSE Bengali (4BE0)  
Paper 01

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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 IGCSE. 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:

<b>Communication</b>	
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.

<b>Quality of language</b>	
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.

**Question 1.**

	<b>Com: = 2 marks</b>	<b>Com = 1 mark</b>	<b>Com = 0</b>
<b>(a)</b>	<ul style="list-style-type: none"> <li>I am likely to be late this evening.</li> <li>Complete transmission with accurate language, such as সম্ভবত/ আজ সন্ধ্যায়/বিকালে আমার ফিরতে দেরী হবে / আজ সন্ধ্যায় আমার ফিরতে দেরী হতে পারে। or similar</li> <li>Complete transmission including the punctuation with minor spelling errors(one or two) such as: সম্ভবত আজ সন্ধ্যায় আমার পিরতে দেরী হবে। or similar.</li> </ul>	<ul style="list-style-type: none"> <li>Partial transmission /omission of one or two words from the following such as with omission of either সন্ধ্যায় যক্ষ আমার যক্ষ ফিরতে or দেরী হবে or similar such as: আজ সন্ধ্যায় ফিরতে দেরী হবে। যক্ষ similar.</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: সম্ভবত আজ সন্ধ্যায় আমার পিরতে দেড়ী হবে। or similar</li> <li>Transmission with omission of the punctuation mark/correct tense such as: সম্ভবত আজ সন্ধ্যায় আমার ফিরতে দেরী হয় or similar</li> </ul>	<ul style="list-style-type: none"> <li>Transmission is: totally out of context / does not make sense at all such as: কাজ শেষ হতে দেরী হবে or similar</li> </ul>
	<b>Com: = 2 marks</b>	<b>Com = 1</b>	<b>Com = 0</b>
<b>(b)</b>	<ul style="list-style-type: none"> <li>They have never agreed with one another.</li> <li>Complete transmission with accurate language such as ওরা কখনো একে অন্যের সঙ্গে একমত হয়নি /ওদের কখনো একে অন্যের সঙ্গে মতের মিল হয়নি। or similar</li> <li>Complete transmission Including the punctuation with minor spelling errors, (one or two) such as:</li> <li>ওরা কখনো একে অন্নের সাথে একমত হয়নি। or similar</li> </ul>	<ul style="list-style-type: none"> <li>Partial transmission /omission of one or two words from ওরা যক্ষ কখনো যক্ষ একে যক্ষ অন্যের সঙ্গে or একমত যক্ষ হয়নি such as: ওরা কখনো একমত হয়নি। or similar</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: ওরা কখনো একে অন্নের সাথে একমত হইনি। or similar</li> <li>Transmission with omission of the punctuation mark/correct tense such as: ওরা কখনো একে অন্যের সঙ্গে একমত হয় না or similar</li> </ul>	<ul style="list-style-type: none"> <li>Transmission is: totally out of context /does not make sense at all such as: তারা কখনো কাউকে বাধ্য করে করে না। or similar</li> </ul>

	Com: = 2 marks	Com = 1 mark	Com = 0
(c)	<ul style="list-style-type: none"> <li>What is the use of knowing all these details?</li> <li>Complete transmission with accurate language, such as: এসব খুঁটিনাটি/তথ্য জেনে কি লাভ /লাভ কী/জন্য দরকার কী? এসব ব্যাপার জানা কি দরকার? or similar</li> <li>Complete transmission with minor spelling errors(one or two) such as: এসব কুঁটিনাটি/তথ্য যেনে লাভ কী? or similar.</li> </ul>	<ul style="list-style-type: none"> <li>Partial transmission /omission of one or two words from এসব or খুঁটিনাটি/তথ্য যক্ষ জেনে লাভ কী?such as: কথটা জেনে লাভ কী? or similar</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: ইসব তথ্য কুঁটিনাটি যেনে লাভ কী? or similar</li> <li>Transmission with omission of the punctuation mark/correct tense, such as: এসব খুঁটিনাটি জেনে লাভ কী</li> </ul>	<ul style="list-style-type: none"> <li>Transmission is :totally out of context / does not make sense at all such as: ে মিষ্টি খাওয়ার দরকার কী or similar</li> </ul>
	Com: = 2 marks	Com = 1	Com = 0
(d)	<ul style="list-style-type: none"> <li>If the weather hadn't been so bad, we might have gone out.</li> <li>Complete transmission with accurate language, such as: আবহাওয়া এতটা খারাপ না হলে/থাকলে আমরা বাইরে যেতাম। or similar</li> <li>Complete transmission with minor spelling errors(one or two) such as: আবহাওয়া এতটা খারাপ না থাকলে আমরা বাইরে যেতাম। or similar.</li> </ul>	<ul style="list-style-type: none"> <li>Partial transmission /omission of one or two words from আবহাওয়া যক্ষ এতটা যক্ষ খারাপ or না হলে যক্ষ আমরা যক্ষ বাইরে যক্ষ যেতাম such as: আবহাওয়া খারাপ না হলে যেতাম। or similar</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: আবহাওয়া এতটা খারাপ না থাকলে আমরা বাইরে যেতাম। or similar</li> <li>Transmission with omission of the punctuation mark/correct tense such as: আবহাওয়া এতটা খারাপ না হলে আমরা বাইরে যাই or similar.</li> </ul>	<ul style="list-style-type: none"> <li>Transmission is :totally out of context / does not make sense at all such as: ে তোমার জন্য আমাদের আর যাওয়া হবে না। or similar</li> </ul>
	Com: = 2 marks	Com = 1 mark	Com = 0

<p>(e)</p>	<ul style="list-style-type: none"> <li>The shopping centre wasn't as crowded this morning as it usually is.</li> <li>Complete transmission with accurate language, such as:          বিপণী কেন্দ্রটিতে / শপিং সেন্টারে/মলে সচরাচর / সাধারণত যেমন ভিড় থাকে, আজ সকালে তেমন ভিড় ছিলো না।          or অন্যান্য দিনের তুলনায় আজ সকালে শপিং মলে তেমন ভিড় ছিলো না ডবলভরতক্ষ          বাজার/দোকানে/দোকানপাটে accepted</li> <li>Complete transmission with minor spelling errors(one or two) such as: আজ সকালে দুকানে বেশি ভির ছিলো না যেমন সবসময় থাকে। or similar.</li> </ul>	<ul style="list-style-type: none"> <li>Partial transmission/ omission of one or two words from শপিং সেন্টারটিতে or সাধারণত or ভিড় থাকে যক্ষ সকালে or তেমন ছিলো না such as: nƆfw ®p¾Vj-l ®hƆn Ɔis ƆR-mj eiz or similar</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: দুখানে আজ শকালে বেসি ভির ছিলো না সবসময় যেমন থাকে। or similar.</li> <li>Transmission with omission of the punctuation mark/correct tense such as: শপিং সেন্টারে সাধারণত যেমন ভিড় থাকে, আজ সকালে তেমন থাকবে না</li> </ul>	<ul style="list-style-type: none"> <li>Transmission is : totally out of context / does not make sense at all such as: ে আমি তোমার সাথে বসতে পারতাম। or similar</li> </ul>
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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.

	<b>Quality of Language</b>
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

ঢাকা শহরের ভবনগুলো ভূমিকম্পের ক্ষেত্রে কতটুকু নিরাপদ? বিশেষজ্ঞরা এই প্রশ্নের জবাব সরাসরি দেননি তবে ক্ষয়ক্ষতি হ্রাস করতে পূর্ব সতর্কতা অবলম্বনের আহ্বান জানান। বাংলাদেশ যে ভূমিকম্প প্রবণ এলাকায় অবস্থিত তা বাংলাদেশীদের অজানা নয়। সাম্প্রতিক বছরগুলোতে বারংবার সংগঠিত ভূমিকম্প ভয় পেয়ে অনেক বিশেষজ্ঞ ভূমিকম্প প্রতিরোধক ভবন বিধির উন্নয়ন সাধনের জন্য আহ্বান করেন যা সমস্ত দালান-কোঠা নির্মাণের সময় বাধ্যতামূলক-ভাবে মেনে চলা উচিত।

প্রকৌশলী ও ভূতত্ত্ববিদদের সমন্বয়ে গঠিত বিশেষজ্ঞদল সাম্প্রতিক কালের বারংবার সংগঠিত ভূমিকম্পকে একটি বড় ভূমিকম্প হওয়ার আলামত হিসাবে মনে করছেন। আরেকটি বিশেষজ্ঞদল বিশ্বাস করেন যে বেশি চিন্তা করার প্রয়োজন নেই কারণ যদিও বাংলাদেশের ভৌগলিক সীমানায় অনেকগুলো ফাটল রেখা রয়েছে তথাপি এগুলোর একটিও আশংকাজনক পরিস্থিতি সৃষ্টি করতে যথেষ্ট তৎপর নয়। তবে কোনো দলই বিরাট ভূমিকম্প ও এর ক্ষয়ক্ষতির আশঙ্কাকে নাকচ করেনি।

ভূমিকম্পের পর এর ফলাফল খুবই দুঃখজনক যা আমরা সংবাদপত্র ও টেলিভিশনে দেখতে পাই। শহরের পরিকল্পিত উন্নয়নের দায়িত্বে নিয়োজিত শহর উন্নয়ন সংস্থাও বিশ্বাস করে যে ক্ষয়ক্ষতি হ্রাস করার জন্য ভূমিকম্প প্রতিরোধক ভবন বিধি গড়ে তোলা উচিত।

সুতরাং গন সচেতনতা বৃদ্ধির জন্য এখনই সময় এবং এটা সম্ভব গন মাধ্যম, সংবাদপত্র ও সেমিনারের মাধ্যমে। সাম্প্রতিক জরীপে দেখা গেছে যে শহর উন্নয়ন কর্মীরা নতুন উপশহর প্রকল্পগুলো পরিকল্পনার সময় বারংবার সংগঠিত ভূমিকম্পের বিরুদ্ধে যথাযথ ব্যবস্থা গ্রহণ করছে।

### Translation of Question: 3

Tomal came from home land just last week. He did not feel comfortable though since he came back to the hall of residence. He was walking about non stop in the room. He was very anxious. The reasons were the expenses for his fees, accommodation and dining. Tomal is the eldest son from a middle class family. His father is a government employee. His mother is a house wife. She is busy looking after her children and house hold work.

Tomal is not at all used to the new lifestyle abroad. And now here is another problem. He has to deposit the fees for the 1<sup>st</sup> instalment. Tomal is aware of the amount of money his father has taken as loan from the Bank to buy his tickets and the initial expenses for settling in abroad. That means his parents have to struggle to cut their daily expenses in order to pay off the loan.

Tomal thought, it would not be a bad idea if he could find a job. His uncle is an engineer and has settled permanently in America after completing his studies. However, he had to struggle also in his student life. He used to stay in a cheap rented accommodation with his friend. He worked in a restaurant at weekends to cover the cost of his weekly expenses including his accommodation and dining. Tomal went to college a bit early the next day. It took the whole day to complete different forms and other important tasks. Tomal was walking through the corridor unmindfully. He continued thinking what to do and who to discuss his problem. He does not know anybody in the college. Suddenly, he saw a fair looking young chap coming towards him with a smile. "Hey, brother Rumi, aren't you?" asked Tomal. Rumi is the son of his neighbour, Uncle Jobber. "Hey, when did you come?" How is everybody at home? Let's go and have tea." Tomal disclosed his problem to Rumi while having tea. "Don't be so impatient. Something will have to be done. I do work in a supermarket at weekends. You can work there if you want", Rumi said. Tomal had a sigh of relief.

#### Question 4 – Writing (Total: 35 marks)

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

	<b>Communication and content</b>
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.

	<b>Quality of Language</b>
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 flawless.
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.

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