

# Mark Scheme (Results)

January 2015

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

# Standardised Version - JANUARY 2015

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## General Marking Guidance

- This mark scheme provides a list of acceptable answers for this paper. Candidates will receive credit for all correct responses but will be penalised if they give more than one answer where only one is required (e.g. putting an additional cross in a set of boxes). If a candidate produces more written answers than the required number (two instead of one, three instead of two etc), only the first answers will be accepted. Free responses are marked for the effective communication of the correct answer rather than for quality of language but it is possible that, on some occasions, the quality of English or poor presentation can impede communication and lose candidate marks. It is sometimes possible for a candidate to produce a written response that does not feature in the mark scheme but which is nevertheless correct. If this were to occur, an examiner would, of course, give full credit to that answer.
- 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.

## 4BEO/01 January 2015

### Q1. Mark Scheme

	Com = 2 marks	Com = 1 mark	Com = 0
(a)	<p><b>How many patients has the doctor seen this morning?</b></p> <ul style="list-style-type: none"> <li>Complete transmission with accurate language, such as: ডাক্তার আজ সকালে কতোজন রোগী/রুগী দেখেছে/ন? or similar.</li> <li>Complete transmission with minor spelling errors (one or two) such as: ডাকটার আজ সকালে কতজন রোগী দেখেছেন? or similar.</li> </ul>	<ul style="list-style-type: none"> <li>Complete transmission without punctuation mark/s, such as ডাক্তার আজ সকালে কতোজন রোগী দেখেছে/ন or similar.</li> <li>Partial transmission/omission of one word/phrase from the following, ডাক্তার or আজ সকালে or কতোজন or রোগী or দেখেছে/ন such as: ডাক্তার কতোজন রোগী দেখেছে/ন? or similar.</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: ডাকটার আয় সকালে কতজন রুগী দেখেছেন? 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: তুমি আজ কয়জন গুনলে? or similar.</li> </ul>
	Com: = 2 marks	Com = 1	Com = 0
(b)	<ul style="list-style-type: none"> <li><b>Neither he nor his friend enjoyed the crowded book fair</b> Complete transmission with accurate language, such as: সে কিংবা/বা/অথবা তার বন্ধু কেউই জনাকীর্ণ/জনবহুল/ভিড়ের বই মেলাটি উপভোগ করেনি। or similar.</li> <li>Complete transmission with minor spelling errors (one or two) such as: সে কিংবা তার বন্ধু কেউই জনাকির্ন বই মেলাটি উপভোগ করেনি। or similar.</li> </ul>	<ul style="list-style-type: none"> <li>Complete transmission without punctuation mark/s, such as: সে কিংবা তার বন্ধু /কেউই/জনাকীর্ণ/জনবহুল বই মেলাটি উপভোগ করেনি or similar.</li> <li>Partial transmission/omission of one word/phrase from the following, সে or কিংবা or তার বন্ধু or জনাকীর্ণ or বই মেলাটি or উপভোগ or করেনি such as: সে আর তার বন্ধু জনাকীর্ণ বই মেলাটি উপভোগ করেনি। or similar.</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: সে কিংবা তার বনদু কেউই জনাকির্ন বই মেলাটি উপভগ করেনি। 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: আমি বই মেলায় যাবো। or similar.</li> </ul>

	Com: = 2 marks	Com = 1	Com = 0
(c)	<p><b>We went past our old house on our way to Granddad's farm.</b></p> <ul style="list-style-type: none"> <li>Complete transmission with accurate language, such as: এই দাদার / নানার খামারে /খামার বাড়িতে/ফার্মে/ক্ষেতে/চাষের জমিতে যাওয়ার পথে/সময় আমরা আমাদের পুরনো বাড়িটা পিছনে ফেলে / পার হয়ে আসলাম/ গেলো। or similar.</li> <li>Complete transmission with minor spelling errors (one or two) such as: দাদার খামাড়ে যাওয়ার পথে আমরা আমাদের পুরনো বাড়িটা পিছনে ফেলে আসলাম। or similar.</li> </ul>	<ul style="list-style-type: none"> <li>Complete transmission without punctuation mark/s, such as: দাদা / নানার খামারে যাওয়ার পথে আমরা আমাদের পুরনো বাড়িটা পিছনে ফেলে আসলাম or similar.</li> <li>Partial transmission/omission of one word/phrase from the following, দাদা / নানার or খামারে or যাওয়ার পথে or আমাদের or পুরনো or বাড়িটা or পিছনে ফেলে /পার হয়ে or আসলাম such as: খামারে যাওয়ার পথে আমরা আমাদের পুরনো বাড়িটা পিছনে ফেলে আসলাম। or similar.</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: দাদার খামাড়ে যাওয়ার পথে আমরা আমাদের পুড়ান বারিটা পিছনে ফেলে আসলাম। 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: সে আমাকে ফেলে চলে গেলো। or similar.</li> </ul>
	Com: = 2 marks	Com = 1	Com = 0
(d)	<p><b>The old lady shouted, "That man stole my handbag!"</b></p> <ul style="list-style-type: none"> <li>Complete transmission with accurate language, such as: বৃদ্ধা/ বৃদ্ধা মহিলাটি চিৎকার/চীৎকার/চিত্কার করে /উচ্চস্বরে বললো, “(এ) লোকটি আমার হাতব্যাগ/হ্যান্ডব্যাগ চুরি</li> </ul>	<ul style="list-style-type: none"> <li>Complete transmission without punctuation mark/s, such as: বৃদ্ধা মহিলাটি চিৎকার করে বললো (এ) লোকটি আমার হাতব্যাগ চুরি করেছে or similar.</li> <li>Partial transmission/omission of one word/phrase from the following, বৃদ্ধা মহিলাটি or চিৎকার করে or বললো or লোকটি or আমার or হাতব্যাগ or চুরি or করেছে such as: বৃদ্ধা মহিলাটি</li> </ul>	<ul style="list-style-type: none"> <li>Transmission is: totally out of context/does not make sense at all such as: মহিলাটি বললো, “আমি চুরি করেছি” or similar.</li> </ul>

	<p>করেছে।” or similar.</p> <ul style="list-style-type: none"> <li>Complete transmission with minor spelling errors (one or two) such as: বৃদ্ধা মহিলাটি ছিতকার করে বললো, “ঐ লোকটি আমার হাথবেগ চুরি করেছে।” or similar</li> </ul>	<p>বললো, “ঐ লোকটি আমার হাতব্যাগ চুরি করেছে।” or similar.</p> <ul style="list-style-type: none"> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: বৃদ্ধা মহিলাটি ছিতকার করে বললো, “ঐ লুকটি আমার হাথবেগ চুড়ি করেছে।” or similar.</li> </ul>	
	<b>Com: = 2 marks</b>	<b>Com = 1</b>	<b>Com = 0</b>
(e)	<p><b>The children will have gone home by the time you reach there.</b></p> <ul style="list-style-type: none"> <li>Complete transmission with accurate language, such as: তুমি/তোমরা সেখানে পৌছানোর আগেই ছেলেমেয়েরা / ছেলেমেয়েরা বাচ্চারা বাড়িতে পৌছে যাবে। or similar.</li> <li>Complete transmission with minor spelling errors (one or two) such as: তোমড়া সেখানে পৌছানোর আগেই ছেলেমেয়েরা বারিতে পৌছে যাবে। or similar.</li> </ul>	<ul style="list-style-type: none"> <li>Complete transmission without punctuation mark/s, such as: তুমি/তোমরা সেখানে পৌছানোর আগেই ছেলেমেয়েরা / বাচ্চারা বাড়িতে পৌছে যাবে</li> <li>Partial transmission/omission of one word/phrase from the following, তুমি/তোমরা or সেখানে or পৌছানোর or আগেই or ছেলেমেয়েরা or বাড়িতে or পৌছে or যাবে such as: তোমরা পৌছানোর আগেই ছেলেমেয়েরা বাড়িতে পৌছে যাবে। or similar.</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: তোমড়া সেখানে পছানোর আগেই ছেলেমেয়েরা বারিতে পছে যাবে। 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: আমি তাড়াতাড়ি পৌছাবো। or similar.</li> </ul>

**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 2

### Bengali translation

আমাদের নতুন প্রজন্মের প্রযুক্তি নির্ভরশীলতা আধুনিক সমাজের জন্য এক ক্রমবর্ধমান চিন্তা / উদ্বেগ। সেদিন আমার চার বছরের ভাইপো তার চেখে মুখে এক বিরক্তিপূর্ণ চেহারা বানিয়ে আমার কাছে কমপিউটার পাসওয়ার্ডের দাবী করলো। এর কারণ হলো, সে এটার সাহায্যে নতুন আইপ্যাডে তার প্রিয় গেম ভরবে। এটা ছিলো ওর বাবার কাছ থেকে পাওয়া তার জন্মদিনের উপহার। কীভাবে ছোটো ছোটো ছেলেমেয়েরা বেশী মাত্রায় প্রযুক্তি নির্ভর হয়ে গেছে সেটা ভাবতেও অবাক লাগে।

শৈশবকালে আমরা প্রতিবেশীদের সঙ্গে অবসরে বাড়িতে বসে খেলাধুলা করে সময় কাটাতাম অথবা ক্রিকেট আর ফুটবল খেলে নিজেদের ব্যস্ত রাখতাম। আমাদের বাবা-মাদেরকে এ নিয়ে ভাবতে হতো না কারণ আমাদের আশেপাশের লোকজন সবাই নিজেদের মধ্যে বন্ধুত্বপূর্ণ সম্পর্ক বজায় রাখতো। ঘুমাতে যাওয়ার আগে আমরা গল্পের বই পড়তাম এবং সাপ্তাহিক ছুটির দিনগুলোতে পরিবারের সবাই মিলে বেড়াতে যেতাম। নানা-দাদাদের সঙ্গে দেখা করার জন্য আমাদের বাবা-মায়েরা সাধ্যমতো সময় করে নিতেন এভাবে গোটা পরিবারকে একসূত্রে বেঁধে রাখতেন।

গত কয়েক দশক ধরে অনেক কিছুই পরিবর্তন হয়েছে। শুরু থেকেই ছেলেমেয়েরা লক্ষ্য করে আসছে তাদের বাবা-মায়েরা ঘণ্টার পর ঘণ্টা মোবাইল ফোন আর ল্যাপটপ নিয়ে সময় কাটায়। কাজেই প্রযুক্তি নির্ভরশীলতা যে জীবন চলার উপায় এই বিশ্বাস নিয়েই তারা বেড়ে উঠেছে। দীর্ঘ ঘণ্টা ধরে কমপিউটারে খেলা এবং ফেইসবুকে যাওয়ার জন্য তারা হেসে-খেলে বেড়ানোর শৈশব আর পারিবারিক বন্ধন থেকে দূরে সরে যাচ্ছে। এই প্রবণতা অধিকাংশ ছেলেমেয়েকে অসামাজিক করে দিচ্ছে। এতে ওদের দৃষ্টিশক্তি ও শারীরিক ক্ষতি হচ্ছে। এর থেকে রক্ষা পাওয়ার জন্য বাবা-মায়েরা তাঁদের ছেলেমেয়েদেরকে মুক্ত পরিবেশে সুস্থ ও সামাজিক কার্যকলাপে উৎসাহিত করতে পারে। এভাবে ছেলেমেয়েরা প্রযুক্তির চাইতে লোকজনকে বেশী দাম দেবে।

### Question 3

#### English translation

Uncle Soheli works in the Food Control Department. He visits our house whenever he gets leave. He is a very funny man as well as a food lover. At every opportunity, he talks about food. This time, his topic is 'rice'. "Life without rice would have been meaningless, do you get me? Mashed potato on a plate of rice and lentils. What a wonderful combination!" I said, "Uncle, you only eat rice. That is why you are fat." "That's right, but I don't eat as much as I used to," uncle replied.

At that time mother called for supper. "I have cooked *khichuri* and meat for you." However, uncle refused as he was on a diet! He ate nothing in spite of mother's request. After the meal we went to sleep. Uncle had a habit of reading till late night.

We woke up in the morning due to a lot of noise. What's the matter? There were sweets in the fridge for our lunch that was missing. There was bread for dad's lunch, that's also gone missing. The two bowls of *Khichuri* and meat curry had also gone missing! Father told mother, "Ask Soheli. Where had all these food items gone?"

Mother entered uncle's room with tea. We also followed her. Uncle woke up by then. She asked him with a soft voice, "Brother, if you don't mind, have you had the *khichuri* and meat kept in the fridge? I can't find them." "O, yes, there wasn't much. I had them." Mother gathered a little more courage and asked again, "O, but the sweets and the bread?" "O, yes, I can remember, I felt hungry while reading. So, I thought to finish off the bread with the sweets. But, why? Is there any problem?" "No, not at all. Shall I serve the breakfast now?" Mother was waiting for the reply. Without any delay, uncle said, "Please! I did not have any rice last night, so my tummy was not filled in having all this food!" We all laughed and mother went off quickly to get him the breakfast.

#### 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.

	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.

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