

Mark Scheme (Results)

January 2016

Pearson Edexcel International GCSE in
Bengali (4BE0/01) Paper 1

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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.

Q1. Mark Scheme

4BEO/01 January 2016

	Com = 2 marks	Com = 1 mark	Com = 0
(a)	<p>Towns which attract tourists are usually crowded and expensive.</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as: যেসব শহর ভ্রমণকারীদের/পর্যটকদের/ট্যুরিস্টদের আকৃষ্ট করে সেই শহরগুলো সাধারণত জনাকীর্ণ ও ব্যয়বহুল হয়। or similar. Complete transmission with minor spelling errors (one or two) such as: যেসব সহর ভ্রমণকারীদের আকৃষ্ট করে সেই শহরগুলো সাধারণত জনাকীর্ণ ও ব্যয়বহুল হয়। or similar. 	<ul style="list-style-type: none"> Complete transmission without punctuation mark/s, such as যেসব শহর ভ্রমণকারীদের আকৃষ্ট করে সেই শহরগুলো সাধারণত জনাকীর্ণ ও ব্যয়বহুল হয় or similar. Partial transmission/omission of one word/phrase from the following, যেসব/যে শহরগুলো or ভ্রমণকারীদের or আকৃষ্ট করে or সেই শহরগুলো or সাধারণত জনাকীর্ণ or ব্যয়বহুল হয় such as: যেসব শহর ভ্রমণকারীদের আকৃষ্ট করে সেই শহরগুলো ব্যয়বহুল হয়। or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: যেসব সহর ভ্রমণকারীদের আকিস্ট করে সেই সহরগুলো সাদরনত জনাকীর্ণ ও ব্যয়বহুল হয়। or similar. 	<ul style="list-style-type: none"> Transmission is: totally out of context/does not make sense at all such as: শহর আজ লোকজনে ভরা। or similar.
	Com: = 2 marks	Com = 1	Com = 0
(b)	<ul style="list-style-type: none"> Some primary schools in Bangladesh do not have sporting facilities. transmission with accurate language, such as: বাংলাদেশের কিছু কিছু প্রাইমারী স্কুলে খেলাধুলার সুযোগসুবিধা/ব্যবস্থা নেই/নাই। or similar. 	<ul style="list-style-type: none"> Complete transmission without punctuation mark/s, such as: বাংলাদেশের কিছু কিছু প্রাইমারী স্কুলে খেলাধুলার সুযোগসুবিধা নেই or similar. Partial transmission/omission of one word/phrase from the following, বাংলাদেশের or কিছু কিছ or প্রাইমারী স্কুলে or খেলাধুলার or সুযোগসুবিধা or সুযোগসুবিধা or নেই/নাই such as: কিছু কিছু প্রাইমারী স্কুলে খেলাধুলার সুযোগসুবিধা নাই। or similar. 	<ul style="list-style-type: none"> Transmission is: totally out of context/does not make sense at all such as: আমি বই মেলায় যাবো। or similar.

<p>Complete transmission with minor spelling errors (one or two) such as: বাংলাদেশের কিছু কিছু পাইমারি স্কুলে কেলাদুলার সুযোগসুবিধা নেই।</p> <ul style="list-style-type: none"> • or similar. 	<ul style="list-style-type: none"> • Complete transmission with major spelling errors, (three or four) which does not affect communication such as বাংলাদেশের কিছু কিচ পাইমারি স্কুলে কেলাদুলার সুজগসুবিধা নেই। or similar. 	
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	Com: = 2 marks	Com = 1	Com = 0
(c)	<p>If I had a lot of money, I would probably buy a luxury car.</p> <ul style="list-style-type: none"> • Complete transmission with accurate language, such as: এই আমার যদি অনেক/পুচুর টাকা-পয়সা থাকতো তাহলে (আমি) একটি বিলাসবহুল গাড়ি কিনতাম। or similar. • Complete transmission with minor spelling errors (one or two) such as: আমার যদি অনেক টাকা-পয়সা তাকত তাহলে (আমি) একটি বিলাসবহুল গাড়ি কিনতাম। or similar. 	<p>Complete transmission without punctuation mark/s, such as: আমার যদি অনেক টাকা-পয়সা থাকতো তাহলে (আমি) একটি বিলাসবহুল গাড়ি কিনতাম or similar.</p> <ul style="list-style-type: none"> • Partial transmission/omission of one word/phrase from the following, আমার যদি or অনেক or টাকা-পয়সা or থাকতো/থাকলে or একটি বিলাসবহুল or গাড়ি or কিনতাম such as: অনেক টাকা-পয়সা থাকলে একটি বিলাসবহুল গাড়ি কিনতাম। or similar. • Complete transmission with major spelling errors, (three or four) which does not affect communication such as: আমার অনেক টাকা-পয়সা তাকলে একটি ভিলাসবল য়ারি কিনতাম। or similar. 	<ul style="list-style-type: none"> • Transmission is: totally out of context/does not make sense at all such as: আমি একটি গাড়ি কিনলাম। or similar.
	Com: = 2 marks	Com = 1	Com = 0
(d)	<p>He seems to have forgotten the matter completely.</p> <ul style="list-style-type: none"> • Complete 	<ul style="list-style-type: none"> • Complete transmission without punctuation mark/s, such as: মনে হচ্ছে সে বিষয়টি /ব্যাপারটি একবারে /একদম একবারে /একদম or similar. • Partial transmission/omission of 	<ul style="list-style-type: none"> • Transmission is: totally out of context/does not make sense at all

	<p>transmission with accurate language, such as: মনে হচ্ছে/ হয় সে বিষয়টি / ব্যাপারটি একবারে /একদম/ পুরোপুরি ভুলে গেছে। or similar.</p> <ul style="list-style-type: none"> Complete transmission with minor spelling errors (one or two) such as: মনে হচ্ছে সে ব্যাপারটি এখবার বুলে গেছে। or similar 	<p>one word/phrase from the following, মনে হচ্ছে or সে/লোকটি or বিষয়টি or একবারে /একদম or একবারে /একদম or similar.</p> <ul style="list-style-type: none"> Complete transmission with major spelling errors, (three or four) which does not affect communication such as: মনে হচ্ছে সে বেফারটি এখবার বুলে গেছে। or similar. 	<p>such as: বিষয়টি সহজ নয়। or similar.</p>
	Com: = 2 marks	Com = 1	Com = 0
(e)	<p>After a long silence he asked, "May I recite the poem now?"</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as: দীর্ঘ নিরবতার পর সে জিজ্ঞাসা করলো, "আমি কি এখন কবিতাটি আবৃত্তি করতে পারি?" or similar. Complete transmission with minor spelling errors (one or two) such as: দিগ নিরবভতার পর সে জিজ্ঞাসা করলো, "আমি কি এখন কবিতাটি আবৃত্তি করতে পারি?" or similar. 	<ul style="list-style-type: none"> Complete transmission without punctuation mark/s, such as: দীর্ঘ নিরবতার পর সে জিজ্ঞাসা করলো, আমি কি এখন কবিতাটি আবৃত্তি করতে পারি Partial transmission/omission of one word/phrase from the following, দীর্ঘ নিরবতা or সে or জিজ্ঞাসা করলো or আমি কি or এখন or কবিতাটি or আবৃত্তি or করতে পারি such as: সে জিজ্ঞাসা করলো, "আমি কি এখন কবিতাটি আবৃত্তি করতে পারি?" or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: দিগ নিরবভতার পর সে বিগাসা করলো, "আমি কি এখন 	<ul style="list-style-type: none"> Transmission is: totally out of context/does not make sense at all such as: আমি তাড়াতাড়ি পৌছাবো। or similar.

		কবিতাটি আবতি করতে পারি?” or similar.	
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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

গত দশকে বাংলাদেশের প্রধান সড়কগুলোতে বিশেষ করে সড়ক দুর্ঘটনার হার মারাত্মকভাবে বৃদ্ধি পেয়েছে। এটা আরও পরিলক্ষিত হয় মহাসড়কগুলোতে। এসব সড়ক দুর্ঘটনা বেড়ে যাওয়ার একটি প্রধান কারণ হলো যানবাহনগুলো প্রায়ই অনভিজ্ঞ ও অপরিণত বয়স্ক চালকরা চালায়। যানবাহন চালানোর জন্য এসব চালকদের যথাযথ প্রশিক্ষণের অভাব এবং সড়ক আইন সম্পর্কে স্বল্প জ্ঞানও এর আর একটি কারণ। অবৈধ অনুমতিপত্রের সহজলভ্যতা বিরাট সংখ্যক এসব কিশোরদের গাড়ি চালাতে উদ্বুদ্ধ করেছে। উচ্চ হারে নগরায়ণ ও যানবাহনের সংখ্যা বৃদ্ধি এসব সড়ক দুর্ঘটনা বেড়ে যাওয়ার অন্যান্য কারণ হতে পারে। ফলস্বরূপ যাতায়াত ব্যবস্থায় দেখা দিচ্ছে প্রচন্ড ভিড় এবং নিরাপত্তার সমস্যা।

বেপরোয়া চালক ও লোকজনে ঠাসা যানবাহনগুলোকে ধর-পাকড় করার ব্যাপারে সড়ক পুলিশ বিভাগে এর গুরুত্বপূর্ণ ভূমিকা রয়েছে। সড়কগুলোর পুসার, সংরক্ষণ এবং বিপজ্জনক জায়গাগুলো সম্পর্কে সতর্ক সঙ্কেত দেওয়ার ক্ষেত্রে এদের গভীর দৃষ্টি দেওয়া প্রয়োজন। যান চলাচল ও সড়ক নিরাপত্তা সম্পর্কিত আরও তথ্য গন-মাধ্যমে জনগণের কাছে প্রচার করা এবং সড়ক আইন ভঙ্গকারীদের দৃষ্টান্তমূলক শাস্তি দেওয়া হলে দুর্ঘটনার সংখ্যা কমে আসবে।

সড়ক নিরাপত্তা নিশ্চিত করার ক্ষেত্রে দেশের লোকজনেরও ভূমিকা রয়েছে। জন-পরিবহনে যাতায়াতের সময় বেপরোয়া চালকদের বিরুদ্ধে যাত্রীদের প্রতিবাদ করা উচিত। চালকরা যথার্থ প্রশিক্ষণপ্রাপ্ত কি না এবং তাদের কাছে প্রকৃত অনুমতিপত্র আছে কি না, গাড়ির মালিকদের এ সম্পর্কে নিশ্চিত হওয়া উচিত। সড়ক নিরাপত্তা সম্পর্কে সচেতন করার লক্ষ্যে ছোটো ছোটো ছেলেমেয়ে এবং বৃদ্ধ-বৃদ্ধা সহ পথচারীদেরকে শিক্ষা দেওয়াও একটি ভালো পদক্ষেপ।

Question 3

English translation

Polash had plenty of free time after his sister Rahela had gone to grandad's house with his mother. Most evenings after coming back from college Polash goes for a walk. There was a shop on the side of the main road leading to the airport. This was an antique and fancy goods shop. He walked along this road many times but he never popped in. Polash became curious and decided to step into the shop.

It was quite a big shop, full of furniture - curved chairs, tables and beds. There were quite a few wardrobes as well. Some traditional glassware was displayed on the shelf behind the counter. There were some wooden masks as well on the side. The masks looked amazing. Polash went to the counter and asked for a mask for his rehearsal of the college play. He put on the mask and stood in front of the mirror. Suddenly, he could see a statue through the mirror which was on top of a wardrobe. He returned the mask back to the counter and stood in front of the statue. It was a very beautiful, one foot tall female statue. It was dressed in blue sari with a red tinsel on the forehead. Her long black hair was spread down to her waist. It was standing in a beautiful posture with a charming smile. Polash continued to stare at the statue without blinking.

Polash came back to his senses when he heard the shop keeper, "Would you like to buy the statue?" "Yes please!" While passing the statue to Polash, the shopkeeper said, "There is no doubt about the skills of the artisan who has made this statue." Polash nodded his head. He bought and took the statue home and put it on the showcase in the living room. He thought, Rahela would be very happy to see it as it was indeed a rare piece of decoration item.

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.