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Mark Scheme (Results)

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Pearson Edexcel International GCSE
In Bengali (4BE0) 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.

	Com = 2 marks	Com = 1 mark	Com = 0
(a)	<p>My plane does not leave until tomorrow morning.</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as: (আগামী)কাল সকাল-লর আ-গ আমার প্লেন/ উ-ডাজাহাজ ছাড়-ব না /ছাড়-ছ না। Complete transmission with minor spelling errors (one or two) such as: আগামীকাল সকাল-লর আ-গ আমার উ-রাযাহাজ চার-ব না। or similar. 	<ul style="list-style-type: none"> Complete transmission without punctuation mark/s, such as (আগামী)কাল সকাল-লর আ-গ আমার উ-ডাজাহাজ ছাড়-ছ না or similar. Partial transmission/omission of one word/phrase from the following, (আগামী)কাল / সকাল-লর আ-গ or আমার or প্লেন/ উ-ডাজাহাজ or ছাড়-ব/ছাড়-ছ না। such as: (আগামী)কাল আমার উ-ডাজাহাজ ছাড়-ছ না or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: আগামীকাল সকাল-লর আ-গ আমার উ-রাযাহাজ চার-ব না। or similar. 	<ul style="list-style-type: none"> Transmission is: totally out of context/does not make sense at all such as: আমি তোমার ছাড়ছি না। or similar.
	Com: = 2 marks	Com = 1	Com = 0
(b)	<p>Is he still thinking of going away from his family for a month?</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as: সে কি এখনও এক মাসের জন্য তার পরিবার থেকে দূর যাওয়ার কথা ভাবছে? Complete transmission with minor spelling errors (one or two) such as: সে কি এখনও এক মাসের জন্য তার পরিবার থেকে জাওয়ার কথা ভাবছে? or similar. 	<ul style="list-style-type: none"> Complete transmission without punctuation mark/s, such as সে কি এখনও এক মাসের জন্য তার পরিবার থেকে দূর যাওয়ার কথা ভাবছে or similar. Partial transmission/omission of one word/phrase from the following, সে কি / এখনও or এক মাসের জন্য or তার পরিবার থেকে/ যাওয়ার কথা/ ভাবছে। such as: সে কি এখনও তার পরিবার থেকে যাওয়ার কথা ভাবছে? or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: সে কি এখনও এক মাসের জন্য তার পরিবার থেকে জাওয়ার কথা ভাবছে? or similar. 	<p>Transmission is: totally out of context/does not make sense at all such as: সে কি আমার কথা ভাবছে? or similar.</p> <ul style="list-style-type: none">

	Com: = 2 marks	Com = 1	Com = 0
(c)	<p>We had only just reached home when it began to rain.</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as: আমরা বাড়ি পৌছামাত্রই বৃষ্টি শুরু হ-লা। Complete transmission with minor spelling errors (one or two) such as: আমরা বারি পৌছামাত্রই বৃষ্টি শুরু হ-লা। or similar. 	<p>Complete transmission without punctuation mark/s, such as আমরা বাড়ি পৌছামাত্রই বৃষ্টি শুরু হ-লা or similar.</p> <ul style="list-style-type: none"> Partial transmission/omission of one word/phrase from the following, আমরা / বাড়ি or পৌছামাত্রই or বৃষ্টি শুরু হ-লা such as: আমরা পৌছামাত্রই বৃষ্টি শুরু হ-লা। or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: আমড়া বারি পৌছামাত্রই বিসটি শুরু হ-লা। or similar. 	<ul style="list-style-type: none"> Transmission is: totally out of context/does not make sense at all such as: বাড়ি পৌ-ছই বকা শুরু হ-লা। or similar.
	Com: = 2 marks	Com = 1	Com = 0
(d)	<p>She nodded, smiled and disappeared into the crowd.</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as: সে/মে-রটি মাথা নাড়-লা, হাস-লা এবং ভি-ড়র ম-ধ্য মিলি-য় গে-লা। Complete transmission with minor spelling errors (one or two) such as: মে-রটি মাথা নার-লা, আন্তড়িকতা-ব হাস-লা এবং ভি-ড়র ম-ধ্য মিলি-য় গে-লা। or similar. 	<ul style="list-style-type: none"> Complete transmission without punctuation mark/s, such as মে-রটি মাথা নাড়-লা, হাস-লা এবং ভি-ড়র ম-ধ্য মিলি-য় গে-লা or similar. Partial transmission/omission of one word/phrase from the following, মে-রটি / মাথা নাড়-লা or হাস-লা/ এবং/ ভি-ড়র ম-ধ্য/ মিলি-য় গে-লা such as: মে-রটি মাথা নাড়-লা, হাস-লা এবং ভি-ড়র ম-ধ্য মিলি-য় গে-লা or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: মে-রটি মাথা নার-লা, হাস-লা এবং বি-ড়র ম-দ্য মিলি-য় গে-লা। or similar. 	<ul style="list-style-type: none"> Transmission is totally out of context/does not make sense at all such as: Transmission is: totally out of context/does not make sense at all such as: মে-রটির হাসি মিলি-য় গে-লা। or similar.
	Com: = 2 marks	Com = 1	Com = 0

(e)	<p>What an extra-ordinary person I came across last week!</p> <ul style="list-style-type: none"> ▪ Complete transmission with accurate language, such as: কি অসাধারণ এক ব্যক্তির সঙ্গে গত সপ্তা-হ আমার দেখা হ-য়ছি-লা! ▪ Complete transmission with minor spelling errors (one or two) such as: কি অসাধারণ এক বেক্তির সঙ্গে গত সপ্তা-হ আমার দেখা হ-য়ছি-লা! or similar. 	<ul style="list-style-type: none"> ▪ Complete transmission without punctuation mark/s, such as কি অসাধারণ এক ব্যক্তির সঙ্গে গত সপ্তা-হ আমার দেখা হ-য়ছি-লা or similar. ▪ Partial transmission/omission of one word/phrase from the following, কি অসাধারণ / এক ব্যক্তির or সঙ্গে or গত সপ্তা-হ / আমার / দেখা হ-য়ছি-লা such as: এক ব্যক্তির সঙ্গে গত সপ্তা-হ আমার দেখা হ-য়ছি-লা! or similar. ▪ Complete transmission with major spelling errors, (three or four) which does not affect communication such as: কি অসাধারণ এক বেক্তির সঙ্গে গত সাপ্তা আমার দেকা হ-য়ছি-লা! or similar. 	<ul style="list-style-type: none"> ▪ Transmission is: totally out of context/does not make sense at all such as: আনি তোমাকি ছাড়ছি না। or similar.
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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 flawless.
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

রো-মল গাড়ির জানালা দি-য় বাই-র তাকা-লা বৃষ্টি বা বজ্রবৃষ্টির. আর কো-না আভাস আ-ছ কি না বোঝার জন্য। সকা-ল অবশ্য প্রবল বৃষ্টি হ-য় গে-ছ। গাড়িটা ধী-র ধী-র ঐ পিছলা রাস্তা দি-য়ই বিমানবন্দ-রর দি-ক এগি-য় চলছি-লা। সো-হল তখন পেছ-নর সি-ট ব-স ভাবছি-লা তার ছো-টা-বলার বন্ধু সালমা-নর কথা। অ-নকদিন পর দে-শ আস-ছ। ওর আসার খবরটা যেন সো-হ-লর জন্য এক সুখকর বিস্ময় ম-ন হ-চ্ছ।

পাঁচ বছর বয়-স সালমান ওর জন্মস্থান ঢাকা ছে-ড় বাবা-মায়ের সঙ্গে বিদেশে চলে গিয়েছিলো। পরিবা-রর অন্য সবাই তখন থে-কই সেখা-ন স্থায়ীভা-ব বসবাস কর-ছ। সেখানকার এক আবাসিক স্কু-ল সালমান ভর্তি হয়। স্কুলে পাঠ্য বিষয়ে জ্ঞানলাভের সুযোগসুবিধার সঙ্গে সঙ্গে জীবন গড়ার জন্য প্র-য়োজনীয় স্কীলও শেখা-না হয়।

সহসা গাড়ির এক জোর ঝাঁকুনি-ত রো-মল চম-ক উঠ-লা। এক পথচারী-ক আঘাত থে-ক বাঁচা-নার জন্য চালক হঠাৎ গাড়িটা ক্ষিপ্রহা-ত রাস্তার বাঁদি-ক থামা-লা। না জানি কোথা থে-ক একটা লোক রাস্তার মাঝখা-ন উদয় হ-লা! ব-ড়া ব-ড়া শহ-র যেখা-ন সংকীর্ণ সড়ক, অসংখ্য রিকশা, স্কুটার বাস র-য়-ছ সেখা-ন গাড়ি চালা-না সুখকর নয়। আজকাল লোকজন সড়ক আইন একদমই মে-ন চ-ল না। আজ সকা-ল বিমানবন্দর অভিমুখী সড়-কর যানজট প্রকৃতপ-ক্ষ অত্যন্ত বিপর্যস্ত ছি-লা।

গাড়িটা ব-ড়া রাস্তা পার হ-তই সব যানবাহন যেন এ-কবা-র নিশ্চল হ-য় পড়-লা। বিমানবন্দ-র সময়ম-তা পৌঁছ-ত পার-ব না ভে-ব রো-মল আবারও অধৈর্য হ-য় হাত-ঘড়ির দি-ক তাকা-লা। পরিস্থিতির সঙ্গে অনেকক্ষণ মোকাবেলার পর অবশেষে রোমেল তার গন্তব্যে পৌঁছালো। সৃষ্টিকর্তাকে ধন্যবাদ জানিয়ে সে তার বাল্যবন্ধু-ক সন্তোষ জ্ঞা-নার জন্য অধীরভা-ব অ-পক্ষা কর-ত লাগ-লা।

Question 3

English translation

'Desi Shwad' has been written in large letters on top of the outside wall. From the name, everybody will guess that this is a traditional food restaurant. Tasty and fresh food is served in accordance with the traditional style of the country. This is the speciality of this restaurant. The restaurant is situated opposite the shopping mall in Mirpur in the city. It has already been attracting the food lovers' attention. It is especially difficult to resist the temptation of eating after seeing all of the different varieties of food.

In the breakfast menu paratha, bread, hotchpotch and vegetables are available. The menu for lunch and supper starts with fish, mashed aubergines and potatoes, with mouth-watering sweet and sour pickles. In the main course there is a variety of stewed or grilled big river fish, as well as sea water fish. The whole meal is served with rice and decorated with a beautiful salad.

You will be at peace as soon as you enter the neat and tidy restaurant. It has been decorated with high quality wooden furniture. Some oil paintings by famous artists have been hanged on the wall. In the dim light, the sweet, melodious tune of the sitar will enhance the taste of your food.

There is also a Wi-Fi facility in this restaurant. People can complete their important work on the internet while eating here. 'Desi Shwad' makes every effort in entertaining the busy city people in a totally different environment. That's how they are successful. Various social events and catering, including weddings, birthdays and other social events are organised here.

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.