



Mark Scheme (Results)

January 2019

Pearson Edexcel International GCSE
In Bengali (4BE0) Paper 1

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2019

Publications Code 4BE0_01_1901_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

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.

Question 1 Translation

| | Translation/Accept for 2 marks | Accept for 1 mark | Reject = 0 |
|-----|---|---|---|
| (a) | <p>Watching the movie would be more exciting than sitting at home.</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as: <ul style="list-style-type: none"> বাড়িতে বসে থাকার চাইতে সিনেমা দেখাটা বেশি উত্তেজনাপূর্ণ/রোমাঞ্চকর/ মজার / আনন্দের হবে। or সিনেমা দেখা বাড়িতে বসে থাকার চেয়ে বেশি উত্তেজনাপূর্ণ। or similar. Complete transmission with minor spelling errors (one or two) such as: বারিতে বসে থাকার চাইতে সিনেমা দেখাটা আরও বেশি উত্তেজনাপূর্ণ হবে। or similar. <p>Also accept:</p> <ul style="list-style-type: none"> a full sentence without a verb ফিল্ম, মুভি, ছায়াছবি, চলচ্চিত্র, বাসায়, ঘরে | <ul style="list-style-type: none"> Complete transmission without punctuation mark/s, such as বাড়িতে বসে থাকার চাইতে সিনেমা দেখাটা বেশি উত্তেজনাপূর্ণ হবে or similar. Partial transmission/omission of one word/phrase from the following: <ul style="list-style-type: none"> বাড়িতে or বসে থাকার / বসার চেয়ে or সিনেমা দেখাটা or বেশি or উত্তেজনাপূর্ণ হবে such as: বসে থাকার চেয়ে সিনেমা দেখা বেশি উত্তেজনাপূর্ণ হবে or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: বারিতে বসে থাকার চেয়ে চিনেমা দেখা আরও বেশি উত্তেজনাপূর্ণ হবে। or similar. | <p>বাইরে যাওয়ার চেয়ে ঘরে বসে ফিল্ম দেখলে ভালো লাগবে।</p> <p>or similar which is not in context.</p> |
| (b) | <p>What an amazing sunset scene we saw when you were here!</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as: <ul style="list-style-type: none"> তুমি এখানে থাকার সময় কি অপূর্ব / দারুণ চমৎকার/অদ্ভুত/সুন্দর সূর্যাস্তের দৃশ্যই/সূর্যাস্তটাই না আমরা দেখেছিলাম দেখলাম! or similar. Complete transmission with minor spelling errors (one or two) such as: <ul style="list-style-type: none"> তুমি এখানে থাকার সময় কি অপূর্ব সূর্যাস্তটাই না আমরা দেখেছিলাম! or similar. <p>Also accept:</p> <ul style="list-style-type: none"> দেখতাম, সূর্যাস্ত, সূর্যডোবা, থাকাকালীন, থাকতে, দারুণ | <ul style="list-style-type: none"> Complete transmission without punctuation mark/s, such as তুমি এখানে থাকার সময় কি অপূর্ব সূর্যাস্তটাই না আমরা দেখেছিলাম or similar. Partial transmission/omission of one word/phrase from the following, <ul style="list-style-type: none"> তুমি or এখানে or থাকার সময় / থাকতে or কি অপূর্ব or সূর্যাস্তটাই (না) or আমরা দেখেছিলাম such as: তুমি থাকতে কি অপূর্ব সূর্যাস্তটাই না আমরা দেখেছিলাম দেখলাম or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: <ul style="list-style-type: none"> তুমি একানে থাকার সময় কি অপূর্ব সূর্যাস্তটাই না আমরা দেখলাম! or similar. | <p>তোমাকে কি দারুণ দেখাচ্ছে!</p> <p>or similar which is not in context</p> |

| | | | |
|-------------------|--|---|---|
| <p>(c)</p> | <ul style="list-style-type: none"> ▪ Why are you hiding your problems from the doctor? <p>Complete transmission with accurate language, such as: তুমি তোমার সমস্যার / অসুবিধার/ অসুস্থতার/শরীর খারাপের কথা ডাক্তারের / চিকিৎসকের কাছে কেন লুকাচ্ছে গোপন করছো? or similar.</p> <ul style="list-style-type: none"> ▪ Complete transmission with minor spelling errors (one or two) such as: তোমার সমস্যার কথা ডাক্তারের কাছে কেন লুকাচ্ছে? or similar. <p>Also accept:</p> <ul style="list-style-type: none"> • সমস্যা, অসুস্থতা, অসুবিধা, • গোপন করছো কেন? | <ul style="list-style-type: none"> ▪ Complete transmission without punctuation mark/s, such as তুমি তোমার সমস্যার কথা ডাক্তারের কাছে কেন লুকাচ্ছে or similar. ▪ Partial transmission/omission of one word/phrase from the following, তোমার or সমস্যার / অসুস্থতার কথা or ডাক্তারের/ চিকিৎসকের কাছে or কেন or লুকাচ্ছে /গোপন করছো such as: সমস্যার কথা ডাক্তারের কাছে কেন লুকাচ্ছে or similar. ▪ Complete transmission with major spelling errors, (three or four) which does not affect communication such as: তোমার সমস্যার কথা ডাক্তারের কাছে কেন লুকাচ্ছে? or similar. | <p>তোমার দুর্ভাগ্যের কথা কে শুনবে? or similar which is not in context</p> |
| <p>(d)</p> | <p>I could have found the place more easily if I had a map.</p> <ul style="list-style-type: none"> • Complete transmission with accurate language, such as: আমার কাছে একটা মানচিত্র/ ম্যাপ/নকশা থাকলে আমি আরও সহজে/ তাড়াতাড়ি জায়গাটা বের করতে পারতাম । or similar. ▪ Complete transmission with minor spelling errors (one or two) such as: আমার কাছে একটা মানচিত্র থাকলে আমি আরও সহজে যায়গা বের করতে পারতাম । or similar. <p>Also accept:</p> <ul style="list-style-type: none"> • জায়গা, অনেক/খুব সহজে, যদি থাকতো • পেয়ে যেতাম, খুঁজে পেতাম | <ul style="list-style-type: none"> ▪ Complete transmission without punctuation mark/s, such as আমার কাছে একটা মানচিত্রথাকলে আমি আরও সহজে জায়গাটা বের করতে পারতাম । or similar. ▪ Partial transmission/omission of one word/phrase from the following, আমার কাছে or একটা মানচিত্র / ম্যাপ or থাকলে or আরও সহজে or জায়গাটা or বের করতে or পারতাম such as: একটা মানচিত্র থাকলে আমি আমি আরও সহজে জায়গাটা বের করতে পারতাম । or similar. ▪ Complete transmission with major spelling errors, (three or four) which does not affect communication such as: আমার কাছে একটা মানচিত্র থাকলে আমি আরও সহজে যায়গা বের করতে পারতাম । or similar. | <p>আমার কাছে বইটা থাকলে আমি তোমাকে বলতে পারতাম । or similar which is not in context</p> |

| | | | |
|-------------------|--|---|---|
| <p>(e)</p> | <p>The coach said, "you should assemble tomorrow in the field before practice."</p> <ul style="list-style-type: none"> ▪ Complete transmission with accurate language, such as: কোচ বললেন, “আগামীকাল অনুশীলনের/ শরীরচর্চার/ব্যায়ামের আগে তোমরা মাঠে জড়ো/ একত্রিত/মিলিত হবে।” or similar. ▪ Complete transmission with minor spelling errors (one or two) such as: কচ বললেন, “আগামীকাল অনুসিলনের আগে তোমরা মাঠে জড়ো হবে।” or similar. <p>Also accept:</p> <ul style="list-style-type: none"> • তুমি/ তোমরা, সমবেত, হাজির, উপস্থিত • অভ্যাসের, প্রশিক্ষণের, প্র্যাকটিসের | <ul style="list-style-type: none"> ▪ Complete transmission without punctuation mark/s, such as কোচ বললেন আগামীকাল অনুশীলনের আগে তোমরা মাঠে জড়ো হবে or similar. ▪ Partial transmission/omission of one word/phrase from the following, কোচ বললেন or আগামীকাল or অনুশীলনের/ শরীরচর্চার/ব্যায়ামের or আগে or তোমরা or মাঠে or জড়ো হবে such as: “আগামীকাল অনুশীলনের আগে তোমরা মাঠে জড়ো হবে।” or similar. | <p>অভ্যাস করলে শরীর ভালো থাকে। or similar which is not in context</p> |
|-------------------|--|---|---|

| Quality of language | Explanations | Possible marks based on the total Communication marks |
|---------------------|---|---|
| | High level of accuracy with only minor errors | 5 |
| | Level of accuracy generally secure but incidents of error increases in more complex language. | 4 |
| | Accuracy variable with some basic errors. | 3 |
| | High incidence of error impedes communication at times. Inconsistent. | 2 |
| | Frequent error with only isolated examples of accurate language. | 1 |
| | No language worthy of credit. | 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

ঔপনিবেশিক শাসনের আগে থেকেই তৎকালীন বঙ্গদেশে ঢাকাই মসলিন সূতিবস্ত্র হিসাবে বিশ্বজুড়ে বিখ্যাত। ঢাকা শহর ও তার আশেপাশের এলাকার কারিগরদের দ্বারা স্থানীয়ভাবে সূক্ষ্ম সূতা থেকে তৈরি এই মসলিন তখন ঢাকাই মসলিন হিসেবে সর্বজনীন খ্যাতিলাভ করলো।

অনেক বছর আগে বঙ্গের এই সূতিবস্ত্র রোম ও চীন দেশে রপ্তানি করা হতো। কিন্তু মোঘল আমলে বাংলার রাজধানী ঢাকায় স্থানান্তরিত হওয়ার পর ঢাকাই মসলিনের খ্যাতি আরও বেড়ে যায় এবং তা অনেক বিদেশী ক্রেতাদের আকৃষ্ট করে। মোঘল সম্রাটও ঢাকার মসলিন শিল্পের প্রসারে সমর্থন দেন। মোঘল সম্রাট ও প্রাদেশিক শাসনকর্তাদের ব্যবহারের জন্য প্রচুর পরিমাণে তৈরি হতো সূক্ষ্ম মসলিন 'মলমল।' এটা ছিলো খুব দামী এবং তৈরি করতেও তাঁতীদের প্রচুর সময় লাগতো। এমনকি এক টুকরা কাপড় বুনতে কখনো বা ছয় মাস লেগে যেতো।

১৮৫১ সালে লন্ডনে অনুষ্ঠিত এক প্রদর্শনীতে ঢাকাই মসলিন বিশেষ স্থান দখল করে এবং বিপুল সংখ্যক দর্শনার্থীকে মুগ্ধ করে। ব্রিটিশ পত্র-পত্রিকাগুলো ঢাকাই মসলিনের উচ্ছ্বসিত প্রশংসা করে। ১৮৭৫ সালে সপ্তম এডওয়ার্ড ঢাকায় বেড়াতে এলে ঢাকার তৎকালীন নবাব এই ব্রিটিশ রাজপুত্রকে উপহার দেওয়ার জন্য ত্রিশ গজ সূক্ষ্মতম মসলিন বোনার আদেশ দেন। তখন এক গজ কাপড়ের ওজন ছিলো মাত্র দশ গ্রাম!

দুর্ভাগ্যবশত, পলাশীর যুদ্ধের পর ঢাকার মসলিন শিল্পে বিপর্যয় নেমে আসে। তবে এর আরো বিপর্যয়ের কারণ হলো বিশ্ব প্রযুক্তি ও শিল্প-কলকারখানার পরিবর্তন এবং আধুনিক যন্ত্রপাতির আবিষ্কার। এসব সত্ত্বেও ঢাকাই মসলিনের তৈরী ঘর সাজানোর সামগ্রী ও পোশাক-পরিচ্ছদ দেশে-বিদেশে এখনো পরম বিলাস সামগ্রী হিসেবে গণ্য হয়।

Question 3

English translation

My sister Shaon is two years older than me. We had different nature from our childhood. From the age of nine, I used to play games after school every day. I used to participate in the inter school athletics competition too. However, I never forgot to complete my homework in the evening. My sister on the other hand, was extremely keen in dancing and acting. So, she was admitted to a renowned dance school and started learning the classical dance from a wellknown maestro.

Within a year she became very skilled in the classical dances like Kathak, Bharat Nattyam and Manipuri. Her teacher was so impressed with her talent that he one day asked my father's permission to take sister Shaon as his formal disciple. She will then have a great opportunity to perform on the stage in front of thousands of audiences and will earn lots of praises. My father knew that his daughter took interest in dancing. But when he knew that Shaon is showing talent in this field, he got worried. He feared if Shaon continued with her dance training she would lose her interest in education and even might go astray. My father was himself a high government official. So, he used to think whether being boy or girl, higher education is the key to the success in life. So, my father totally rejected the request of the maestro.

Sister Shaon, on the other hand, stopped eating and lied down on the bed with tears. My mother then tried to convince my father that nowadays the females are showing their talents in various fields alongside education. These days women's success is celebrated in every field including politics, literature, performances as well as in the sports. So, why Shaon would not get her due respect? At last my father had to give Shaon permission to perform her dance.

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. |

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom