



Pearson

Mark Scheme (Results)

Summer 2019

Pearson Edexcel International GCSE In
Bangla (4BA0)
Paper 1 Reading, Writing and Translation

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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.

Paper 1 marking principles for Sections A and B

Candidate responses

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.
- There are no marks for quality of language in this paper, so errors and omissions in spelling and grammar will be tolerated as long as they do not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *It's cheap/affordable*.
- Where appropriate, responses are separated with 'AND' for compulsory answers and 'OR' for possible answers.
- Any parts of an answer that are not essential are bracketed, for example: *Q: What did he study? A: (He studied) Maths*.
- Candidates are likely to write variants on the acceptable answers listed, and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Paper 1: Reading, Writing and Translation mark scheme

Section A

Question number	Answer	Mark
Example:	K	
1(a)	M	(1)
1(b)	D	(1)
1(c)	A	(1)
1(d)	C	(1)
1(e)	J	(1)
1(f)	E	(1)

Question number	Answer	Mark
Example:	Joy	
2(a)	Rahul (1) Joy (1)	(2)
2(b)	Blank	
2(c)	Layla	(1)
2(d)	Rahul	(1)
2(e)	Layla (1) Joy (1)	(2)
2(f)	Layla	(1)
2(g)	Joy	(1)

Question number	Answer	Accept	Reject	Mark
3(a)	প্রকৌশল বিদ্যা/তৃতীয় বর্ষে	ইঞ্জিনিয়ারিং/ ৩য় বর্ষে	প্রযুক্তি/খণ্ডকালীন কাজ	(1)
3(b)	বিকেল (1) AND সন্ধ্যাবেলায় (1)	বিকাল/অপরাহ্ন	সকাল	(2)
3(c)	অভ্যর্থনাকারী	রিসেপশানিস্ট	কর্মকর্তা	(1)
3(d)	ইংরেজি/ভাষা শেখার স্কুলে/স্কুলে	ল্যাংগুয়েজ স্কুলে	বিশ্ববিদ্যালয়ে	(1)
3(e)	অল্প	কম/বেশি নয়	বেশি	(1)
3(f)	কাজের সাথে যুক্ত/জড়িত শিক্ষা	অ্যাপ্রেন্টিসশীপ	ফার্মের কাজ	(1)
3(g)	সরকার (1) AND ব্যক্তিগত বিনিয়োগকারী থেকে (1)	বেসরকারি	ব্যবসায়ী	(2)
3(h)	আর্থিক স্থিতিশীলতা (1) AND কাজের দক্ষতা (1)	টাকা-পয়সার সচ্ছলতা কর্ম দক্ষতা	টাকা-পয়সার অভাব কাজ পাওয়া	(2)
3(i)	প্রকৌশলী/স্থপতি হওয়া	ইঞ্জিনিয়ার/ফার্ম চালানো	বিনিয়োগকারী	(1)

Question number	Answer	Accept	Reject	Mark
4(a)(i)	তঁার কোনো প্রতিদ্বন্দ্বী ছিলো না	পড়ালেখায় তঁার সাথে পাল্লা দেওয়ার মতো কেউ ছিলো না	লেখাপড়ায় মন বসতো না	(1)
4(a)(ii)	রোল নম্বর শেষে থাকায় তঁাকে পেছনে বসতে হলো (1) AND ক্লাশের প্রথম তিনজন ছাত্রই শিক্ষকের সব প্রশ্নের উত্তর দিচ্ছিলো (1)	সবার শেষে সবচেয়ে ভালো তিনজন ছাত্র/তাদের রোল নম্বর ছিলো এক, দুই ও তিন	সামনে সবচেয়ে দুই ছেলে	(2)
4(a)(iii)	যেকোনো দুটি: তিনি (অর্ধ-বার্ষিক) পরীক্ষায় প্রথম হলেন (1) OR পেছন থেকে সামনে এসে বসলেন (1) OR তিনি ক্লাশের অন্যান্য ছাত্রদের নজরে পড়লেন (1) OR ক্লাশের প্রথম তিনজন ছাত্রের সাথে তঁার প্রতিদ্বন্দ্বিতা শুরু হলো (1)	হাফ-ইয়ার্লি অন্য ছেলেরা তঁার দিকে চোখ বড়ো করে তাকালো পড়ালেখার পাল্লা শুরু হলো	বার্ষিক পরীক্ষা অন্য ছেলেরা তাকে হেয় করলো দলাদলি শুরু হলো	(2)
4(a)(iv)	তারা বিস্মিত /অবাক হয়েছিলো	তারা চোখ বড়ো করে তাকিয়েছিলো/ তাকিয়েছিলো	ভয় পেয়েছিলো	(1)
4(a)(v)	দশম ক্লাশে পড়ার সময়	ইয়ার ১০	ইয়ার ৭/৮	(1)
4(a)(vi)	স্কুল পালাতে শুরু করলেন (1) OR ক্লাশে অনুপস্থিতি (1)	ক্লাশ ফাঁকি দিতেন	ক্লাশে ক্লাশে ঘুরতেন	(1)
4(a)(vii)	ফাইনাল পরীক্ষায় শুধু পাশ করলেন	পাশ গ্রুড পেলেন	ফেল করলেন	(1)

Question number	Answer	Mark
4(b)(i)	<p>ছাত্রদের বসার জায়গাগুলো নিয়মিত অদলবদল করতে হবে যাতে শিক্ষকরা সবার দিকে সমান দৃষ্টি দিতে পারেন/পিছিয়ে পড়া ছাত্রদের দিকে মনোযোগ দিতে/তাদেরকে দরকারমতো সাহায্য করতে পারেন (1)</p> <p>AND</p> <p>স্কুলে লেখাপড়ার উপযুক্ত পরিবেশ গড়ে তুললে ছাত্ররা স্কুল না পালিয়ে লেখাপড়ায় আগ্রহ দেখাবে/ তারা স্কুলে যেতে ভয় পাবে না/উৎসাহ দেখাবে (1)</p>	(2)
4(b)(ii)	<p>শিক্ষকের শেখানোর পদ্ধতি মান-সম্পন্ন হলে/নতুন প্রযুক্তির ব্যবহার হলে/পাঠ্য বিষয় আরও ভালোভাবে বুঝিয়ে দিলে ছাত্ররা মুখস্থ না করে বিষয়গুলো বুঝতে চেষ্টা করবে /মনোযোগী হবে/ পরীক্ষায়ও ভালো করবে (1)</p> <p>AND</p> <p>লেখাপড়ার চাপ না দিয়ে/সৃজনশীল কাজকর্ম ও খেলাধুলার মাধ্যমে/হাতে-কলমে শেখানোর মাধ্যমে এক বিকল্প শিক্ষা ব্যবস্থা চালু করা দরকার (1)</p>	(2)

Section B

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level. For example, if the response is predominantly in band 4–7 with a small amount of band 8–10 material, it would be placed in band 4–7 but be awarded a mark near the top of the band because of the band 8–10 content.

Step 2 Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met in that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria

Question 5 (14 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 80 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 5: communication and content mark grid

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material
1-2	<ul style="list-style-type: none">• Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful• Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style
3-5	<ul style="list-style-type: none">• Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful• Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style
6-7	<ul style="list-style-type: none">• Successful use of language to narrate and describe people, events and ideas; communication of information is often successful• A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style

Additional guidance

Register and style definition – language used is at a suitable level of formality for the purpose of the task and, where appropriate, the target audience.

Question 5: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	<ul style="list-style-type: none">No rewardable material
1-2	<ul style="list-style-type: none">Produces individual words and set phrasesLimited accuracy in use of straightforward grammatical structures, limited success in to past, present and future events; regular errors prevent meaning being conveyed
3-5	<ul style="list-style-type: none">Produces simple, short sentences, which are sometimes linkedSome accurate use of straightforward grammatical structures, occasional success in to past, present and future events; sometimes errors prevent meaning being conveyed
6-7	<ul style="list-style-type: none">Produces some more complex sentences with some appropriate linkingMostly accurate use of straightforward grammatical structures, some success in referring to past, present and future events; occasionally errors prevent meaning being conveyed

Additional guidance

Complex language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message, for example consistent mismatching of subject, predicate and parts of speech; incorrect choice of vocabulary; use of spoken language; wrong tense; and spelling errors that change the meaning. For instance, মাতা (mother) and কালো (black) should be considered acceptable but মাথা (head) and কলা (deaf) should not
- errors that convey the wrong message
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 6 (26 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will impact on the marks that can be awarded against the requirements of the communication and content mark grid. In order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

The student is expected to produce 140 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 6: communication and content mark grid

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material
1-3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Occasional adaptation of language to explain or interest or persuade; straightforward thoughts and ideas are expressed with occasional success• Variable use of appropriate vocabulary, register and style; repetitive use of common, familiar language
4-7	<ul style="list-style-type: none">• Communicates information relevant to the task with some development of key points and ideas• Some effective adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with some success• Some appropriate use of vocabulary, register and style; some different examples of common familiar language
8-10	<ul style="list-style-type: none">• Communicates information relevant to the task with development of key points and ideas• Effective and sometimes creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed successfully• Appropriate use of vocabulary, register and style; some examples of uncommon language
11-13	<ul style="list-style-type: none">• Communicates information relevant to the task with consistent expansion of key points and ideas• Creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with flair• Consistently appropriate use of vocabulary, register and style throughout; a wide variety of language is used

Additional guidance

Creative language use – using language in a way designed to create effect and interest. Goes beyond the standard or predictable response.

Register and style definition – language used is at a suitable level of formality for the purpose of the task and, where appropriate, the target audience.

Question 6: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material
1-3	<ul style="list-style-type: none">• Uses mainly straightforward grammatical structures• Occasional sequences of fluent writing, with occasional extended, linked sentences• Occasionally accurate straightforward language and grammatical structures; occasionally successful references to past, present and future events; errors occur that sometimes hinder clarity of communication
4-7	<ul style="list-style-type: none">• Some variation of grammatical structures, including some repetitive instances of complex language• Prolonged sequences of fluent writing, with some extended, well-linked sentences• Generally accurate language and structures; some successful references to past, present and future events; errors occur that occasionally hinder clarity of communication
8-10	<ul style="list-style-type: none">• Uses a variety of grammatical structures including some different examples of complex language• Mostly fluent response, with frequent extended sentences, mostly well linked• Mostly accurate language and structures; mostly successful references to past, present and future events; errors rarely hinder clarity of communication
11-13	<ul style="list-style-type: none">• Uses a wide variety of grammatical structures, including complex language• Fluent response throughout with extended, well-linked sentences• Consistently accurate language and structures; consistently successful references to past, present and future events; few or no errors that hinder the clarity of the communication

Additional guidance

Complex language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect the meaning, for example incorrect use of a pronoun where there is no confusion as to whom the pronoun refers; incorrect arrangement of words that does not hinder clarity; occasional use of spoken language that does not affect the meaning; incomplete sentences that convey the intended message. The following spelling errors would fall in this category: বাড়□, □লম, □া□া, ব□ু instead of the correct বাড়ি, কলম, চাচা, and বন্ধু
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

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Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

NB: these are examples only and do not constitute a finite list.

Paper 1 marking principles for Section C

Mis-spelling is tolerated as long as it does not lead to ambiguity, e.g. *drought* misspelled as *drowght* would be acceptable but misspelled as *draught* would be unacceptable as this would lead to ambiguity.

Students are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if a Bangla speaker would understand the translation without having understood the text in its original language.

Question number	Text	Correct answer	Acceptable answers	Reject	Mark
7	Sohel Khan is	সোহেল খান			(1)
	one of the most famous	অন্যতম নামকরা একজন	বিখ্যাত		(1)
	young film actors	কমবয়সী চলচ্চিত্র অভিনেতা।	অল্পবয়সী/ যুব	বৃদ্ধ/বয়স্ক	(1)
	of Bangladesh.	বাংলাদেশের			(1)
	He made his first appearance	তঁার প্রথম আবির্ভাব ঘটে	পরিচিত হন	অপরিচিত	(1)
	in the film : “Everlasting Love” in 1998	১৯৯৮ সালে তঁার অভিনীত “অনন্ত ভালোবাসা” ছবির মাধ্যমে।	ফিল্মের		(1)
	but this film was not a very popular film	কিন্তু এই ছবিটি বিশেষ জনপ্রিয়তা লাভ করেনি।	প্রশংসিত		(1)
	with the public.	জনগণের কাছে	সাধারণ লোকজনের কাছে		(1)
	His breakthrough came	তঁার জীবনের মোড় ঘুরে যায়			(1)
	when he starred in	যখন তিনি অভিনয় করেন।			(1)
	the box office hit: “My True Love.”.	বক্স অফিস অতিক্রম করা “আমার প্রকৃত ভালোবাসা” ছবিটিতে	পার হয়ে যাওয়া		(1)
	This led him to	এটি তঁাকে পরিণত করে।			(1)
eventually becoming the	ঘটনাক্রমে সবচেয়ে সফল			(1)	

most successful				
and highest paid actor	ও সর্বোচ্চ পারিশ্রমিক ভোগী অভিনেতা হিসেবে			(1)
in Bangladesh.	বাংলাদেশের			(1)
He has received many awards	তিনি অনেক পুরস্কার পেয়েছেন			(1)
during his life,	জীবনে			(1)
including the 'Best Actor' Award in 2011	২০১১ সালে 'সেরা অভিনেতা' পুরস্কার সহ			(1)
and carried out lots of charity work	এবং প্রচুর সেবামূলক কাজ করেছেন।			(1)
for his local communities.	তার স্থানীয় কমিউনিটির জন্য			(1)

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