

# Mark Scheme (Results)

January 2013

International GCSE Bengali (4BE0)  
Paper 01

The table below shows how marks are distributed throughout the paper.

| Question | Transmission Communication/ Content | Quality of Language | Total for Question |
|----------|-------------------------------------|---------------------|--------------------|
| 1        | 10%                                 | 5%                  | 25%                |
| 2        | 15%                                 | 10%                 | 25%                |
| 3        | 15%                                 | 10%                 | 15%                |
| 4        | 20%                                 | 15%                 | 35%                |

#### Assessment criteria and mark scheme

Assessment criteria reflect the standard expected at IGCSE. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' should be interpreted in this context.

Minor errors include, for example, the occasional omission of accents, incorrect gender, article, slight spelling errors.

Major errors include, for example, the consistent mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Marks are awarded positively using the following assessment grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should gain the upper or lower number of marks in the box it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate performance may require a 'best fit' mark.

Question 1 – Practical application of grammar (Total: 15 marks)

Five sentences each worth 2 marks, plus a global mark for Quality of Language. Marks are awarded for Communication as well as for Quality of Language. Please refer to the following grids:

| Communication |   |
|---------------|---|
| 2             | Fully communicated in the target language although with some ambiguity in the expression. |
| 1             | At least half the sentence is correctly communicated in the target language.              |
| 0             | No relevant communication.  |

The Quality of Language grid is applied GLOBALLY to all five sentences.

| Quality of language |   |
|---------------------|---|
| 5                   | High level of accuracy with only minor errors.  |
| 4                   | Level of accuracy generally secure but incidence of error increases in more complex language. |
| 3                   | Accuracy variable with some basic errors.   |
| 2                   | High incidence of error which impedes communication at times. Inconsistent.                   |
| 1                   | Frequent basic error with only isolated examples of accurate language.                        |
| 0                   | No language worthy of credit.   |

|            | <b>Com: = 2 marks</b>  | <b>Com = 1 mark</b>  | <b>Com = 0</b>  |
|------------|--|--|---|
| <b>(a)</b> | <ul style="list-style-type: none"> <li>• She stared at him wide-eyed.</li> <li>• Complete transmission with accurate language, such as<br/>সে/মেয়েটি তার/লোকটির দিকে চোখ বড়ো করে /বড়ো চোখে তাকালো or similar</li> <li>• Complete transmission including the punctuation with minor spelling errors, (one or two) such as:<br/>মেয়েটি তার দিকে চোখ বর করে তাকালো। or similar.</li> </ul>  | <ul style="list-style-type: none"> <li>• Partial transmission /omission of one or two words, such as মেয়েটি তার দিকে তাকালো or similar.</li> <li>• Transmission with omission of either সে/মেয়েটি or তার/লোকটির দিকে or বড়ো চোখে or তাকালো such as:<br/>মেয়েটি বড়ো চোখে তাকালো or similar</li> </ul> <p>-----</p> <p>Complete transmission with major spelling errors, (three or four) which does not affect communication such as:<br/>মেএটা লুকটির দিকে চোক বর করে তাকালো। or similar</p>   | <ul style="list-style-type: none"> <li>• Transmission is :totally out of context / does not make sense at all such as:<br/>সবাই মুখ চাওয়া চাওয়ি করলো। or similar</li> </ul> |
|            | <b>Com: = 2 marks</b>  | <b>Com = 1</b>   | <b>Com = 0</b>  |
| <b>(b)</b> | <ul style="list-style-type: none"> <li>• Let me congratulate you on getting such a brilliant success.</li> <li>• Complete transmission with accurate language, such as তোমার চমৎকার সাফল্যে আমি তোমাকে অভিনন্দন/স্বাগত/শুভেচ্ছা জানাই/জানাতে চাই or similar</li> <li>• Complete transmission including the punctuation with minor spelling errors, (one or two) such as:<br/>তোমার ছমতকার সাফল্যে আমি তোমাকে অভিনন্দন যানাই। or similar</li> </ul> | <ul style="list-style-type: none"> <li>• Partial transmission /omission of one or two words from তোমার or চমৎকার or সাফল্যে or অভিনন্দন or জানাতে চাই such as: তোমার চমৎকার সাফল্যে অভিনন্দন জানাতে চাই। or similar</li> <li>• Complete transmission with major spelling errors, (three or four) which does not affect communication such as: তোমার ছমতকার সাপল্যে আমি তোমাকে অভিনন্দন যানাতে চাই or similar</li> <li>• Transmission with omission of the punctuation mark, such as: তোমার চমৎকার সাফল্যে অভিনন্দন জানাতে চাই</li> </ul> | <ul style="list-style-type: none"> <li>• Transmission is :totally out of context / does not make sense at all such as:<br/>তুমি এই কাজে সফল হবে। or similar</li> </ul>        |

|            | <b>Com: = 2 marks</b>   | <b>Com = 1 mark</b>   | <b>Com = 0</b>  |
|------------|---|---|---|
| <b>(c)</b> | <ul style="list-style-type: none"> <li>You have to wait until the red light changes to green.</li> <li>Complete transmission with accurate language, such as<br/>লাল আলো সবুজ না হওয়া পর্যন্ত তোমাকে অপেক্ষা /দেবী করতে হবে। or similar</li> <li>Complete transmission including the punctuation mark with minor spelling errors, (one or two) such as:<br/>লাল আলো সত্ৰুয় না হওয়া পর্যন্ত তোমাকে অপেককা করতে হবে। or similar</li> </ul> | <ul style="list-style-type: none"> <li>Partial transmission /omission of one or two words from লাল আলো or সবুজ or হওয়া পর্যন্ত or তোমাকে or অপেক্ষা or করতে হবে such as: লাল আলো দেখলে দেবী করবে। or similar</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: লাল আলো সত্ৰুয় হয় পরজনত তোমাকে অপেককা করতে হবে। or similar</li> <li>Transmission with omission of the punctuation mark, such as: লাল আলো সবুজ হওয়া পর্যন্ত তোমাকে দেবী করতে হবে</li> </ul> | <ul style="list-style-type: none"> <li>Transmission is :totally out of context / does not make sense at all such as: আলোটা হঠাৎ জ্বলে উঠলো or similar</li> </ul>        |
|            | <b>Com: = 2 marks</b>   | <b>Com = 1</b>  | <b>Com = 0</b>  |
| <b>(d)</b> | <ul style="list-style-type: none"> <li>If you'd rung, we could have arranged to meet.</li> <li>Complete transmission with accurate language, such as:<br/>তুমি ফোন/রিং করলে আমরা দেখার/ সাক্ষাতের ব্যবস্থা/বন্দোবস্ত করতাম/করতে পারতাম। or similar</li> <li>Complete transmission with minor spelling errors(one or two) such as:<br/>তুমি পোন করলে আমরা সাককাতের ব্যবস্থা করতে পারতাম। or similar.</li> </ul>                              | <ul style="list-style-type: none"> <li>Partial transmission /omission of one or two words from তুমি or ফোন করলে or সাক্ষাতের or ব্যবস্থা or করতে পারতাম such as: তুমি বললে দেখার চেষ্টা করতাম। or similar</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: তুমি পোন করলে আমরা সাককাতের বেবসতা করতাম। or similar</li> <li>Transmission with omission of the punctuation mark, such as: তুমি ফোন করলে আমরা দেখার ব্যবস্থা করতাম</li> </ul>                     | <ul style="list-style-type: none"> <li>Transmission is :totally out of context / does not make sense at all such as:<br/>তোমাকে দেখলে বলতে পারতাম or similar</li> </ul> |

|     | <b>Com: = 2 marks</b>  | <b>Com = 1 mark</b>   | <b>Com = 0</b>  |
|-----|--|---|---|
| (e) | <ul style="list-style-type: none"> <li>The play wasn't as good as the one we saw last week.</li> <li>Complete transmission with accurate language, such as:<br/>নাটকটি গত সপ্তাহে আমাদের দেখা<br/>নাটকটির মতো অতটা ভালো ছিলো না।<br/>or similar</li> <li>Complete transmission with minor spelling errors(one or two) such as:<br/>নাটকটি গত সাপতা আমাদের দেখা<br/>নাটকটির মতো অত ভালো ছিলো না।<br/>or similar.</li> </ul> | <ul style="list-style-type: none"> <li>Partial transmission/omission of one or two words from নাটকটি or গত সপ্তাহে or দেখা or নাটকটির মতো or ভালো or ছিলো না such as: নাটকটি অতটা ভালো ছিলো না or similar</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: নাটকটি গত সাপতা দেকা নাটকের মতো অত ভালো ছিলো না। or similar.</li> <li>Transmission with omission of the punctuation mark, such as: নাটকটি গত সপ্তাহে আমাদের দেখা নাটকটির মতো অতটা ভালো ছিলো না</li> </ul> | <ul style="list-style-type: none"> <li>Transmission is :totally out of context / does not make sense at all such as:<br/>নাটকের গল্পটা বেশ ভালো or similar</li> </ul> |

## Marking Grid for Question 1

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.<br>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. So, 0 mark would automatically lead to a 0 mark for Quality of language.   |



|      | 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.<br>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. So, 0 mark would automatically lead to a 0 mark for Quality of language.  |

## Question 2

### Bengali Translation

বহুতলবিশিষ্ট ফ্ল্যাটের আট তলায় আমি থাকি। একদিন সকালে আমি বারান্দায় বসে ম্যাগাজিন পড়ছি। তাজা কাটা ঘাসের মৌ মৌ গন্ধ বসন্তের এই সকালের বাতাস পরিপূর্ণ ছিলো। নীল আকাশের নীচে দাঁড়িয়েছিলো উঁচু উঁচু গাছপালা। মৃদুমন্দ বাতাসে নীলকন্ঠ পাখিদের পাখা ঝাপটানোর সময় ওদের সুমধুর গুঞ্জন আমি শুনতে পাচ্ছিলাম। দূরে গাড়িগুলো দ্রুতগতিতে চলে যাচ্ছিলো। বরফ ঠাণ্ডা কমলার রসে পূর্ণ আমার গ্লাসে ঘনীভূত বাষ্পের ফোঁটা পড়ছিলো। হঠাৎ ফোনটা বেজে উঠতেই আমি চমকে উঠলাম। হ্যাঁ, জনের ফোন। “বন্ধু সোহেল, বসন্তের পাখ-পাখালী এসে গেছে, চলো গিয়ে দেখে আসি।”

আমার বাল্যবন্ধু জন পাখিদের জন্য সবসময় পাগল ছিলো। বস্তুত, শুধু পাখিই নয়, সব পশুদের সে ভালোবাসে। সাম্প্রতিক বছরগুলোতে সে বিশেষ করে বিপন্ন প্রাণীদের ওপর গবেষণা চালিয়ে যাচ্ছে। প্রত্যেকবার আমি তার সঙ্গে সূচক্ষে এসব দেখতে যাই আর বন্য প্রাণীজগৎটাকে তার বিলাসবহুল ক্যামকর্ডারে বন্দী করি।

জন তার গাড়িতে আমাকে তুলে নিলো। ঢাকার প্রান্তে অবস্থিত সাভার ছিলো আমাদের এবারের গন্তব্য। ঘন্টা খানেক পর নদীর মাঝখানে একটা ছোট বালির দ্বীপের উল্টেদিকে গাড়ি থামালাম। এর মাথায় রয়েছে একটা বিল। সূর্যটা আকাশে চিক্চিক করছিলো। বিলটা জুড়ে সূর্যের কিরণ ছড়িয়ে পড়েছে। “পাখিগুলো কোথায়?” আমি জিজ্ঞেস করলাম। জন হাসলো। আঙুল দিয়ে দেখালো, “ঐযে, ঠিক ওখানে।” দূর থেকে পাখিগুলোকে দেখতে লাগছিলো যেন পানিতে ভাসমান পদ্মের একটা স্তূপ। এক জায়গায় একইসঙ্গে এত পাখি এর আগে আমি আর কখনো দেখিনি। বালুর উপর গাড়ি রেখে বিলের কাছে আমরা হেঁটে গেলাম।

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 | <p>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.</p> <p>A coherent piece of writing which is pleasant to read.</p>   |
| 13-16 | <p>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.</p> <p>May be a little pedestrian and predictable or somewhat over-ambitious at times.</p>                   |
| 9-12  | <p>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.</p>   |
| 5-8   | <p>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.</p> |
| 1-4   | <p>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.</p>   |
| 0     | <p>No language worthy of credit. So, 0 mark would automatically lead to a 0 mark for Quality of language.</p>  |

|       | 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. So, 0 mark would automatically lead to a 0 mark for Quality of language.   |

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