

Examiners' Report/
Principal Examiner Feedback

January 2015

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

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4BEO - 01 IGCSE BENGALI EXAMINER'S REPORT – January 2015

General comments

About 1021 students were entered as well as processed for the IGCSE Bengali in the January examination totally from the overseas centres. A good proportion of students performed well and scored high marks in the paper. The demand of the paper is generally comparable with the January 2014 paper. However, it was pleasing to see that the overall students' performances this season were slightly better than last year.

Students had every opportunity to produce good and proper translations. Some key words and phrases helped to differentiate between good and adequate performance of the candidates. Also a number of outstanding pieces of translations including examples of continuous pieces of writings were evident from a number of responses.

Question 1

Students were able to translate all 5 sentences without difficulty and have scored full marks. It was also evident that less able students struggled to translate *aaj* in 1a; *'neither nor'* in 1b; *'farm'* in 1c; the omission of *speech marks* in 1d and *by the time / there* in 1c. This has resulted them to score lower marks than expected.

Question 2

The translation passage from English into Bengali was about the dependency of the younger/new generation on technology. Generally the transmission of this passage by most candidates was well throughout the passage except that only a small number of candidates struggled with the Bengali meaning of words such as *'concern'*, *'stern'*, *'the other day'*. Quite a few students struggled to translate the word *'decades'* and expressed in so many different ways. Also, the word *'nephew'* was not familiar to a number of students and so they expressed as cousins, grandchild etc. However, the more able students performed this task well and scored very good marks.

Question 3

The translation passage from Bengali into English was about uncle Sohel, a food lover. The majority of the students were able to translate the passage without any difficulty. However, a number of students struggled to translate some Bengali words such as *niontron*, *mama*, *daal*, *aluvorta*, and *khichuri* and used their versions of transliteration. Quite a few of them missed some of the main points or misinterpreted them.

Question 4

The essay options 4a and 4c were well responded by more able students. The option 4b and 4d were attempted by most students. Only a small number of students had attempted question 4a. However, those who attempted this essay scored good marks. The able students put their view points, feelings, and thoughts coherently and sequentially giving their justifications followed by displaying facts and information and hence scored good marks. Only a very small number of the students had written essay less than the required number of words, the quality and the required relevant information being taken into account; that resulted them in scoring lower marks than expected.

There was a requirement of an anticipation of facts, good flow, analysis of points of view and opinion/s. Unfortunately, it was not evident amongst candidates in general. On average, the responses were mainly descriptive. Also not very many candidates used high level vocabulary or idiomatic phrases or expressions. The manipulation of languages was very basic on occasions. The use of syntax and wrong use of verb forms, mismatching of verb endings gave the impression as if it was the second language for a number of candidates, so they scored less than expected. On the other hand, candidates who fulfilled these criteria and displayed a coherent piece of writing obviously scored the top range marks.

Conclusion

On the whole, this paper appeared to be well balanced. The overall performances of able students showed that the standard of literacy including the transmission skills to and from the target language has improved on several occasions. It was due to the fact that a number of centres have embedded appropriate exam techniques required for this examination. However, less able students' performances on average were not as good as expected. It was due to their lack of good grasp of the grammatical knowledge in both English and in the target language, inability to display a range of structures and phrases, manipulation of tense concepts / time frames and common spelling errors. Also, wide displays of transliterated words / phrases were evident in the students' performances across the board.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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