

Examiners' Report/
Principal Examiner Feedback

Summer 2016

Pearson Edexcel International GCSE
In Bengali (4BE0) Paper 01
Written Paper

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Publications Code 4BE0_01_1606_ER

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4BEO - 01 IGCSE BENGALI – CHIEF EXAMINER’S REPORT – June 2016

General comments

A good proportion of candidates performed well and scored high marks in the paper. The demand of the paper is generally comparable with the June 2015 paper. Overall this season the candidate’s performance was comparable to last year.

Candidates 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:

Able candidates generally performed well in translating all 5 sentences without any difficulties, and scored good marks. However, less able candidates struggled due to the lack of appropriate syntactical and grammatical knowledge in transmitting ideas which was evidenced in 1(a), 1(b) and 1(c) in particular.

Q1 (1a), most candidates struggled to translate no sooner properly.

Q1 (b) most candidates struggled to translate at least and another half an hour.

Q1 (c) although most candidates answered this sentence correctly, quite a few candidates struggled to translate should in their translations.

Q1 (d) and (e) was done well as compared to the other parts of Q1. The average mark recorded was 12.

Question 2:

This question was about the career prospects of South Asian women and issues raised in balancing their personal and the professional status. Generally the transmission of this passage by the majority of candidates was well responded except that a small number of candidates struggled to transmit the Bengali meaning of words such as **‘professional career’**, **‘shift’**, **‘expectations’**, **‘leadership’**, **‘generations’** and **‘executive’**, and used either inappropriate meaning or transliterations instead. Nevertheless, the stronger candidates performed well and scored good marks. The average mark recorded was 16/17.

Question 3:

This question was about a trip to a place called **Lovacchora** located in the north east part of Bangladesh. Most candidates performed this question slightly better than question 2 in transmitting the passage. In transmission, a considerable number of candidates showed their poor knowledge direction words in Bengali. On occasions candidates struggled to put the correct meaning of Bengali words and phrases such as '**uttar-purba**', '**kordomakto**', '**gowdhuli belaye**', '**shotabdi purono**, and '**jhulanta**'. Instead they used either transliterations or inappropriate/irrelevant words. However, the average mark recorded on this question was 17.

Question 4:

The essay options **4c** and **4d** were well responded by able candidates. However, **4a** and **4b** were popular and well responded by the majority of the candidates. The able candidates put their view points, feelings, and thoughts coherently and sequentially giving their justifications followed by displaying facts and information, hence scored good marks. Only a very small number of the candidates 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. 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. However, the average marks recorded was 25.

Conclusion:

On the whole, this paper appeared to be fair accessible and 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 as well as syntactical 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, a wide display of transliterated words / phrases were evident in the students' performances across the board.

Grade Boundaries

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