



Pearson

Mark Scheme (Results)

Summer 2017

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

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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.

	Com = 2 marks	Com = 1 mark	Com = 0
(a)	<ul style="list-style-type: none"> ▪ We shall now assume that you are right. Complete transmission with accurate language, such as: আমাদের এখন ধরে নিতে হবে যে তোমার কথা/ই ঠিক/সত্যি। ▪ Complete transmission with minor spelling errors (one or two) such as: আমাদের এখন দরে নিতে হবে যে তোমার কথা টিক। or similar. 	<ul style="list-style-type: none"> ▪ Complete transmission without punctuation mark/s, such as আমাদের এখন ধরে নিতে হবে যে তোমার কথাই সত্যি or similar. ▪ Partial transmission/omission of one word/phrase from the following, আমাদের / এখন or ধরে নিতে হবে or তোমার কথা or ঠিক/সত্যি such as: আমাদের ধরে নিতে হবে যে তোমার কথা সত্যি। or similar. <p>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: আমাদের একন দরে নিতে হবে যে তোমার কতা টিক or similar.</p>	<ul style="list-style-type: none"> ▪ Transmission is: totally out of context/does not make sense at all such as: তোমারে কথা মনে থাকবে। or similar.
	Com: = 2 marks	Com = 1	Com = 0
(b)	<ul style="list-style-type: none"> ▪ People who are eligible for this job must apply within two weeks. ▪ Complete transmission with accurate language, such as: এই চাকরীর জন্য যোগ্য লোকজন/লোকেরা দুই সপ্তাহের মধ্যে অবশ্যই আবেদন করবে। ▪ Complete transmission with minor spelling errors (one or two) such as: এই চাকরীর জন্য জোগ্য লকরা দুই সপ্তাহের মধ্যে অবশ্যই আবেদন করবে। or similar. 	<ul style="list-style-type: none"> ▪ Complete transmission without punctuation mark/s, such as এই চাকরীর জন্য যোগ্য লোকজন/লোকেরা দুই সপ্তাহের মধ্যে অবশ্যই আবেদন করবে or similar. ▪ Partial transmission/omission of one word/phrase from the following, এই / চাকরীর জন্য/ যোগ্য / লোকজন / দুই সপ্তাহের মধ্যে/ অবশ্যই/আবেদন করবে । such as: এই চাকরীর জন্য যোগ্য লোকজন অবশ্যই আবেদন করবে or similar. ▪ Complete transmission with major spelling errors, (three or four) which does not affect communication such as: এই চাকড়ীর জন্য জোগ্য লকরা দুই সপ্তাহের মধ্যে অবশ্যই আভেদন করবে। or similar. 	<p>Transmission is: totally out of context/does not make sense at all such as/লোকেরা অবশ্যই চাকরী করবে। or similar.</p>

	Com: = 2 marks	Com = 1	Com = 0
(c)	<ul style="list-style-type: none"> ▪ There were no other complaints except that the day was too hot. ▪ Complete transmission with accurate language, such as: দিনটা ভীষণ গরম ছিলো, তাছাড়া আর কোনো অভিযোগ/সমস্যা/অসুবিধা ছিলো না/হয়নি। ▪ Complete transmission with minor spelling errors (one or two) such as: দিনটা ভিসন গরম ছিলো, তাছাড়া আর কোনো ওসুভিদা ছিলো না। or similar. 	<ul style="list-style-type: none"> ▪ Complete transmission without punctuation mark/s, such as দিনটা ভীষণ গরম ছিলো, তাছাড়া আর কোনো অসুবিধা ছিলো না or similar. ▪ Partial transmission/omission of one word/phrase from the following, দিনটা or ভীষণ or গরম ছিলো or তাছাড়া or আর কোনো or অসুবিধা ছিলো না/হয়নি ▪ such as: দিনটা গরম ছিলো, তাছাড়া আর কোনো অসুবিধা ছিলো না। or similar. ▪ Complete transmission with major spelling errors, (three or four) which does not affect communication such as: দিনটা ভিসন ঘরম ছিলো, তাচারা আর কোনো ওসুভিদা ছিলো না। or similar. 	<ul style="list-style-type: none"> ▪ Transmission is: totally out of context/does not make sense at all such as: গরমের দিনে অসুবিধা হয়। or similar.
	Com: = 2 marks	Com = 1	Com = 0
(d)	<p>“Stop shouting, will you?” the teacher told the students.</p> <ul style="list-style-type: none"> ▪ Complete transmission with accurate language, such as: শিক্ষক ছাত্রদের বললেন, “তোমরা কি চুপ করবে?” ▪ Complete transmission with minor spelling errors (one or two) such as: শিখক ছাত্রদের বললেন, “তোমরা কি চুপ করবে?” or similar. 	<ul style="list-style-type: none"> ▪ Complete transmission without punctuation mark/s, such as শিক্ষক ছাত্রদের বললেন তোমরা কি চুপ করবে or similar. ▪ Partial transmission/omission of one word/phrase from the following, শিক্ষক or ছাত্রদের or বললেন or তোমরা চুপ or করবে such as: শিক্ষক বললেন, “তোমরা কি চুপ করবে?” or similar. ▪ Complete transmission with major spelling errors, (three or four) which does not affect communication such as: শিখক ছাত্রদের বললেন, “তুমরা কি চুপ করবে?” or similar. 	<ul style="list-style-type: none"> ▪ Transmission is totally out of context/does not make sense at all such as: Transmission is: totally out of context/does not make sense at all such as: ছাত্ররা চিৎকার করলো or similar.
	Com: = 2 marks	Com = 1	Com = 0

<p>(e)</p>	<ul style="list-style-type: none"> ▪ The closer we got to the fountain, the louder the noise became. Complete transmission with accurate language, such as: আমরা বরনার/ফোয়ারার যতোই কাছে যাচ্ছিলাম শব্দটা ততোই জোরে শোনা যাচ্ছিলো। Complete transmission with minor spelling errors (one or two) such as: আমরা জরনার যতোই কাছে যাচ্ছিলাম সন্দটা ততোই জোরে শোনা যাচ্ছিলো। or similar. 	<ul style="list-style-type: none"> ▪ Complete transmission without punctuation mark/s, such as আমরা বরনার যতোই কাছে যাচ্ছিলাম শব্দটা ততোই জোরে শোনা যাচ্ছিলো or similar. ▪ Partial transmission/omission of one word/phrase from the following, আমরা or বরনার or যতোই কাছে or যাচ্ছিলাম or জোরে শব্দটা or ততোই জোরে or শোনা যাচ্ছিলো such as: আমরা বরনার যতোই কাছে যাচ্ছিলাম শব্দটা শোনা যাচ্ছিলো or similar. ▪ Complete transmission with major spelling errors, (three or four) which does not affect communication such as: কি অসাদারন এক বেক্তির সঙ্গে গত সাপ্তা আমার দেকা হয়েছিলো! or similar. 	<ul style="list-style-type: none"> ▪ Transmission is: totally out of context/does not make sense at all such as: এতো জোরে শব্দ করবে না। or similar.
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Marking Grid for Q1 4BEO-01 June 2017

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. 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.

	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

বস্তিবাসীরা ছায়াছবিতেই কোটিপতি হতে পারে কিন্তু বাস্তব জগতে এরা একেবারেই ভিন্ন। বস্তুত ওরা প্রতিদিন হাজারও সমস্যায় জর্জরিত হয়ে এক দুর্বিষহ জীবন যাপন করে। ঢাকা শহরের বস্তিগুলো কোনো ব্যতিক্রম নয়। রোজ শতশত মানুষ, বিশেষ করে যারা প্রাকৃতিক দুর্যোগের শিকার হয় তারা জীবিকা নির্বাহের জন্য ঢাকা শহরে আসে। নব্বই দশকের শেষের দিকে সরকার অনেক বস্তি উচ্ছেদ করা শুরু করে। তবে কিছুসংখ্যক বেসরকারী জমির মালিক তাদের জমি বস্তিবাসীদের কাছে ভাড়া দিতে শুরু করে। ঘন বসতির জন্য এসব জমি থেকে আয় প্রচুর হয়।

জমির মালিকরা বস্তিবাসীদের কাছ থেকে ভাড়া নেয় আর বিনিময়ে মাথা গোঁজার জন্য বাঁশের তৈরি একটা করে ঘর বানানোর অনুমতি দেয়। প্রত্যেক পরিবার এক-একটা ঘরে থাকে। বস্তির মহিলারা বাড়িতে বাড়িতে কাজ করে না হয় পোশাক তৈরির কারখানায় কাজ করে। অন্যদিকে পুরুষরা রিকশা চালানো, দিনমজুরী বা ইট খোলায় কাজ করে থাকে। এসব কাজের মেয়াদ লম্বা, ক্লান্তিকর এবং পারিশ্রমিকও খুব কম। এর ফলে, ওদের ছেলেমেয়েরা প্রাথমিক শিক্ষাগ্রহণ করার সুযোগও পায় না।

ঢাকার এই বস্তিগুলোর চাহিদা অসংখ্য, তাই বস্তির এই সমস্যাগুলো জরুরী ভিত্তিতে তুলে ধরা দরকার। ইতিমধ্যে নারী উদ্যোগ কেন্দ্র এবং বাংলাদেশ পুনর্বাসন সহায়ক সমিতি কিছু বস্তিবাসীকে পুনর্বাসনের জন্য প্রচেষ্টা চালিয়েছিলো। তবে এটা যথেষ্ট নয়। বস্তির দারিদ্র্য মেটানোর জন্য জরুরী সংস্কার করা দরকার। বস্তিবাসীরা যাতে ভালোভাবে জীবন কাটাতে পারে সেজন্য সরকারী এবং বেসরকারী প্রতিষ্ঠানগুলো একে অপরকে অবশ্যই সাহায্য করবে।

Question 3

English translation

Moushumi, a university student, was talking on a television interview. A touch of loveliness glowed all over her face and there was firmness in her voice. She is a final year student in journalism. However, she is also a bright star in the world of sports. She has won in the inter-university competition three times. This season she also won some gold medals in the high jump and the 100 metres long race.

She has been inspired by her parents in her studies as well as other activities from her childhood. On all the sporting events in school and college Moushumi always received 1st prize. In addition to sports, she has a keen interest in reciting poems.

Even in the university sports ground Moushumi remains at the top among the females. The physical instructor of the university spoke of Moushumi, "I have never seen such dedication and profound eagerness about sports amongst any other girls. She can also master all of the artistic skills and techniques for games effortlessly." At present, Moushumi is having training in the Table tennis Academy. Participating at the national level, she aspires to perform well abroad too.

However, female participation in sports at university level is still limited. In her opinion, the reason behind this is the lack of appropriate environment for sports. Besides, the halls of residence do not have proper training facilities, so it is not possible for many girls to continue playing sports even though they are interested.

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.

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