Examiners' Report
Principal Examiner Feedback

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Pearson Edexcel International GCSE
In Bangla
Unit 4BA0_01

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Paper 1: Reading, Writing and Translation (4BA0_01)

General comments

About 1069 candidates were entered for the IGCSE Bangla in January 2023. A good proportion of students performed very well and scored high marks in the paper. The demand of the paper is comparable to June 2022. A variety of question types and tasks were displayed to comply with the different levels of demand. The new assessment criteria at individual principle as well as the banded principles appropriately matched with the new grading system (1- 9) with appropriate differentiation and challenges. The standard deviation is gone up as there were better spread of the application of marks and students' performances. The paper comprises three main sections: Section A is mainly reading and responding to a variety of tasks. Section 2 comprises the guided writing tasks to a variety of topics. The last section C is a short translation task from English into Bengali.

Candidates had every opportunity to respond to these variety of tasks in each section. Some key words and phrases helped to discriminate between good and adequate performance of the candidates. Also, several outstanding pieces of translations including examples of continuous pieces of writings were evident from a good number of responses.

However, the assessment this series is of the same standard and level of difficulty as previous assessments, providing the same level of challenge to learners as the previous year. The **overall** level of difficulty of the assessment this series is comparable with an exception on occasions where students' performances on certain questions and components as discussed in section 1 were not as good as expected. Reflecting on the students' performances on high level demand component questions i.e., Qu3(f) = 2 marks, Qu3(g) = 1 mark and Qu3(i) = 1; Qu4(a)(iii) = 2 marks, Q4(a)(vi) = 2 marks and Q4(b)(i) and 4(b)(ii), due to lack of practising appropriate exam techniques would have to be taken into consideration towards a fair award.

Overall, the students had found this paper accessible without much difficulty.

Section 1 Reading and responding (Q1 – Q4)
Question 1
Question type: Word drop question.
This text was about *a Band Festival.*

Candidates were provided with twelve words in a box plus one example. They were asked to drop the correct letter from that box into the answer grid below to indicate which word would fit in the gap in the statement. Distractor were provided to fit more than one option. It was very pleasing to see that

candidates answered successfully all 6 gaps to a greater extent. This question was comparable to June 22 paper; level of demands was also comparable. The average score for this question was **5.**

Question 2
Question type: Multiple choice matching question.
The text was about **Teacher-student relationship**. Students were provided with three paragraphs speech bubbles with 'talking head and a grid referring to the speakers' names on one axis and short statements along the other. This question was comparable to June 22 paper; level of demands was also comparable. Most students scored full marks However, a handful of students were not able to understand the phrase '**teachers to provide inspirational examples'** in 2c. Also, on occasions quite a few students were not able to relate '**students gain values from learning** in 2g and so lost mark there. Average mark scored was **6.**

Question 3
Question type: Note taking exercise.
Students were provided with a short set of lines of notes containing relevant gaps based on **An exceptional campus.** The level of demand was comparable to June 2022**.** However, several students misinterpreted Qu3(c). Qu3(f) and Qu3(h) due to lack of precision. Several students were mistaken filling in 'reasons for difference in learning and came up with only the '**curriculum**' and '**learning**' and so lost 2 marks there. Similarly, some students misinterpreted Qu3(f) by responding as **title of the journal** instead of **'students' articles on treatments'** and so lost 1marks there. In Qu3(h)part a, several students responded **'eye catching flowers'** as one attraction ignoring the targeted word 'garden' and so lost 1 mark there. Average mark scored was **9.**

Question 4(a)
Question type: Open response questions.
Text: Literary text
Question type: short answer questions (SAQs) based on a story of the writer's 'childhood memories.

Part (a)(i-vi) comprises short answer questions (SAQs) followed by the text. Although the levels of demand are similar, Q4a(iii), and Q4a(iv) posed difficulty for weaker students to infer the key ideas. Instead, average students lifted answers word for word from the text and so lost marks, Same thing applies to Qu4a(1v). The average score recoded on Q4(a) was **7.**

Question 4(b)

Question type: Summary question

The text was a follow up of the content of the text in 4(a). The text comprises a discussion between two friends about the impact of reading newspapers together at home and the way forward which can resolve issues of the situation. The students were asked to read, understand, infer the outcomes of the discussion, and summarise the main points of their discussion. The most frequently correct inferential answers given in response to 1st part of 4(b)(i) handful of students were not able to correctly respond parts of 4b(ii) because of being unsuccessful to identify the key messages; lifting a chunk from the targeted paragraph without even understanding the focus of the task. So, they scored 0 marks on this part of 4(b)(ii). The average score recoded on Q4(b) was **2.**

Section B: Writing

Question 5

Question type: Short/guided writing

The question was about writing a paragraph on *the annual sports day*. Successful candidates performed well and were able to use the 4 words or phrases given in the task and scored good marks both in the *communication* as well as in the *quality of language*. However, less able students struggled to produce a continuous piece of writing due to lack of their skills to display grammatically appropriate structures and coherence in context; Several weaker students even struggled to grasp the idea of *usefulness of the sports' day* and so failed to address this part in their writing and scored less marks than expected. The average score recorded on this question was 10/11.

Students need to be aware that it is mandatory to refer all four key points with at least two-time frames to secure marks in the top band. For Q05, successful students achieved 7/6 in Communication and Content and 5/6 in Linguistic knowledge and Accuracy.

The question was about writing a paragraph on *spare time activities*. Successful candidates performed well and were able to use the 4 words or phrases given in the task and scored good marks both in the *communication* as well as in the *quality of language*. However, less successful students struggled to produce commentaries, analysis and evaluate in respective pieces of writing. In addition, due to lack of their skills to display grammatically appropriate structures and coherence in context; a handful of less able students even struggled to grasp the idea of *the importance of reducing pollution* and so failed to address this part in their writing and scored less marks than expected. The average score recorded on this question was 11.

Students need to be aware that it is mandatory to refer all four key points with at least two-time frames to secure marks in the top band. For Q05, successful students achieved 6/7 in Communication and Content and 5/6 in Linguistic knowledge and Accuracy.

Question 6(a, b, c)
Question Type: Extended writing
6a: writing an article
6b: responding to an email
6c: writing a blog
The candidates had a choice of responding to one response from three for this question. Although the tasks were longer narratives followed by certain guided points provided. These narrative writing were on different contents and topics. Q6a was to write a newspaper article on 'growing organic food. Q6b was a narrative in response to an email stimulus about *'volunteering in a book fair*. Q6c was on 'the digital media'. A good number of students successfully narrated their chosen task with a range of vocabularies and structures. Successful candidates used straightforward language with extended well-linked sentences, referencing to past, present, and future events. They also made good efforts to combine facts with opinion/s and so scored high marks.

Amongst the three options, Q6b was the most popular and responded by many students which was evident in the statistics. However, the able students attempted Q6a and Q6c. Less successful students struggled to grasp the concept of '*popularity of growing organic food*' on Q6(a); '*giving personal opinion/s on a book fair*' in Q6(b) and providing an overview of *Role of digital media in your recent incident* in Q(6c). These have resulted them in scoring lower marks than expected.

For Q6a, the average score recorded was **20** for Q6b, the average score was also **23**. However, for Q6c, the average score recorded was **22**.

Section C: Translation
Question 7
Question Type: Translation passage
This question was to translate a short English passage into Bangla about readymade garment industry, it's expansion and contribution towards employment and economy. Successful candidates achieved good marks in this question although less successful candidates failed to achieve higher marks due to their unfamiliarity of the Bengali vocabulary of the English terminologies used in the text. For example, *ready-made garments, remarkable, contributes, tremendously, national economy, financial stability, status, promoting and significant contribution* It was because they are lacking appropriate knowledge and skills

in transmitting these words/phrases in Bangla. The spelling errors also on occasions hindered their transmission. However, the average mark scored was **13**.