

Mark Scheme (Results)

Summer 2013

International GCSE Bengali (4BE0/01)

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Summer 2012

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General Marking Guidance

- This mark scheme provides a list of acceptable answers for this paper. Candidates will receive credit for all correct responses but will be penalised if they give more than one answer where only one is required (e.g. putting an additional cross in a set of boxes). If a candidate produces more written answers than the required number (two instead of one, three instead of two etc), only the first answers will be accepted. Free responses are marked for the effective communication of the correct answer rather than for quality of language but it is possible that, on some occasions, the quality of English or poor presentation can impede communication and lose candidate marks. It is sometimes possible for a candidate to produce a written response that does not feature in the mark scheme but which is nevertheless correct. If this were to occur, an examiner would, of course, give full credit to that answer.
- 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.

Q1. Mark Scheme

4BEO/01 June 2013

	Com: = 2 marks	Com = 1 mark	Com = 0
(a)	<p>The girl in the red dress is very pretty, isn't she?</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as লাল পোশাক পরা মেয়েটি খুব সুন্দরী, তাই না? or similar Complete transmission without punctuation mark/s, such as লাল পোশাক পরা মেয়েটি খুব সুন্দরী তাই না or similar Complete transmission with minor spelling errors(one or two) such as: লাল পুশাক পরা মেয়েটি খুব সুন্দরী, তাই না? or similar. 	<ul style="list-style-type: none"> Partial transmission /omission of one word/phrase from the following, লাল পোশাক পরা or মেয়েটি or খুব সুন্দরী or নয় কি? such as: মেয়েটি খুব সুন্দরী, তাই না? or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: লাল পুশাক পড়া মেয়েটা কুব সুন্দরী, না? or similar 	<ul style="list-style-type: none"> Transmission is: totally out of context / does not make sense at all such as মেয়েটা সুন্দর ফুল দেখছে। or similar
	Com: = 2 marks	Com = 1	Com = 0
(b)	<p>He stood motionless for at least a minute.</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as কমপক্ষে এক মিনিট সে অনড়/ স্তব্ধ/নিশ্চল হয়ে দাঁড়িয়েছিলো। or similar Complete transmission without punctuation mark/s, such as কমপক্ষে এক মিনিট সে নিশ্চল হয়ে দাঁড়িয়েছিলো Complete transmission with minor spelling errors, (one or two) such as কমপক্ষে এক মিনিট সে নিশ্চল হয়ে দাঁড়িয়েছিলো। or similar 	<ul style="list-style-type: none"> Partial transmission /omission of one word/phrase from the following, কমপক্ষে or এক মিনিট or সে or নিশ্চল or দাঁড়িয়েছিলো such as: এক মিনিট সে নিশ্চল দাঁড়িয়েছিলো or similar Complete transmission with major spelling errors, (three or four) which does not affect communication such as: কমপক্ষে এক মিনিট সে নিশ্চল হয়ে দাঁড়িয়েছিলো। or similar Transmission with omission of the punctuation mark, such as কমপক্ষে এক মিনিট সে নিশ্চল হয়ে দাঁড়িয়েছিলো or similar 	<ul style="list-style-type: none"> Transmission is: totally out of context / does not make sense at all such as কথা শেষ করে সে দাঁড়িয়েই থাকলো। or similar

	Com: = 2 marks	Com = 1 mark	Com = 0
(c)	<p>The land looked almost as dark as the water.</p> <p>Complete transmission with accurate language, such as ভূমি/ জায়গা/জমিটা প্রায় পানির মতো অন্ধকার/গাঢ় দেখাচ্ছিলো। or similar</p> <ul style="list-style-type: none"> Complete transmission with minor spelling errors(one or two) such as জমিটা প্রায় পানির মতো অনদকার দেকাচ্ছিলো। or similar. 	<ul style="list-style-type: none"> Partial transmission /omission of one words from জমিটা or প্রায় or পানির মতো or অন্ধকার or দেখাচ্ছিলো such as: জমিটা অন্ধকার দেখাচ্ছিলো। or similar Complete transmission with major spelling errors, (three or four) which does not affect communication such as জমিটা ফানির মতো অনদকার দেকাচ্ছিলো। or similar Transmission with omission of the punctuation mark/correct tense, such as জমিটা প্রায় পানির মতো অন্ধকার দেখায় 	<ul style="list-style-type: none"> Transmission is: totally out of context / does not make sense at all such as অন্ধকারে তাকে ভূতের মতো লাগছিলো। or similar
	Com: = 2 marks	Com = 1	Com = 0
(d)	<p>If you had planned properly, we wouldn't be in the mess now.</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as: তুমি ঠিকমতো পরিকল্পনা /বন্দোবস্ত করলে এখন আমাদের এই বিভ্রান্তি /ঝামেলা/অসুবিধা/ দুর্দশা/ হতো না। or similar Complete transmission with minor spelling errors(one or two) such as তুমি টিকমতে পরিকল্পনা করলে এখন আমাদের জামেলা হতো না। or similar. 	<ul style="list-style-type: none"> Partial transmission /omission of one word/phrase from ঠিকমতো or পরিকল্পনা করলে or এখন or আমাদের or বিভ্রান্তি such as তুমি ঠিকমতো করলে আমরা এখন বিভ্রান্ত হতাম না। or similar Complete transmission with major spelling errors, (three or four) which does not affect communication such as তুমি টিকমতে পেলান করলে এখন আমরা আর জামেলা হই না। or similar Transmission with omission of the punctuation mark/s or correct tense such as: তুমি ঠিকমতো পরিকল্পনা করলে আমরা আর ঝামেলা হবে না। 	<ul style="list-style-type: none"> Transmission is: totally out of context / does not make sense at all such as: তোমার জন্য আমাদের আর যাওয়া হবে না। or similar

	Com: = 2 marks	Com = 1 mark	Com = 0
(e)	<p>I thought perhaps you might like to come along with me.</p> <p>Complete transmission with accurate language, such as: আমি ভাবলাম/ভাবছিলাম তুমি/ তোমরা হয়তো / বোধহয় আমার সঙ্গে যাবে / যেতে / আসতে পারো / পারতে/ চাইবে। or similar</p> <p>▪ Complete transmission with minor spelling errors(one or two) such as: আমি বাবলাম, তুমি হয়তো আমার সাথে যেতে পারতে। or similar.</p>	<ul style="list-style-type: none"> • Partial transmission/omission of one word/phrase from আমি ভাবলাম or তুমি/তোমরা or আমার সঙ্গে or হয়তো or আসতে or পারতে such as: তুমি হয়তো আমার সঙ্গে আসতে পারতে। or similar • Complete transmission with major spelling errors, (three or four) which does not affect communication such as: আমি বাবলাম, তুমি আমার সাথে হয়তো যেতে পাড়। or similar. • Transmission with omission of the punctuation mark/correct tense such as: আমি ভাবলাম, তুমি হয়তো আমার সঙ্গে গিয়েছিলে। or আমি ভাবলাম, তুমি হয়তো আমার সঙ্গে যাবে 	<ul style="list-style-type: none"> • Transmission is: totally out of context / does not make sense at all such as: আমি তোমার সাথে বসতে পারতাম। or similar

Marking Grid for Q1 4BEO-01 January 2012

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

বাসষ্টপে কোনো বাস ছিলো না। সন্ধ্যা ছয়টা বেজে গেছে, একটা বাস অন্তত থাকা উচিত ছিলো এখানে, মনে-মনে ভাবলো রিয়াজ। হয়তো প্রবল বৃষ্টির জন্যই বাস আসতে দেরী হচ্ছিলো। তাই সে অপেক্ষা করতে লাগলো। শেষ পর্যন্ত একটা বাস আসতে দেখলো কিন্তু লোকজনে উপচে পড়ছিলো বলে তাকে না নিয়েই সোজা চলে গেলো।

আর অন্য কোনো বাস দেখা যাচ্ছিলো না; শুধুমাত্র ব্যক্তিগত কয়েকটা গাড়ি নিজ নিজ গন্তব্যে তাড়াহুড়ো করে যাচ্ছিলো। ভয়ে আতঙ্কিত হয়ে অন্য কোনো যানবাহনের খোঁজে সে হাঁটতে লাগলো। মুষলধারে বৃষ্টি হওয়ার কারণে রিয়াজের আপাদমস্তক ভিজে জবজবে হলো। রাস্তার বাকি সব যানবাহনগুলোর কী হলো, এই বৃষ্টিতে অদৃশ্য হয়ে গেলো না কি? ভেবে অবাক হলো রিয়াজ।

হঠাৎ রিয়াজ শুনতে পেলো কে যেন খুব চিৎকার করে ডাকছে, “আসেন, আসেন।” এতো ক্ষিপ্ত ডাকে সাড়া না দিয়ে তার আর কোনো উপায় ছিলো না। ইতস্তত না করে সে রাস্তার পাশ দিয়ে দৌড়াতে লাগলো এবং কে যেন তাকে সবলে একটা গাড়ির মধ্যে টেনে তুললো। তার উদ্ধারকারী ছিলো একটা টেম্পুর কনডাক্টর। টেম্পু হলো চার চাকাওয়ালা একরকম ছোটো বাস যা একসঙ্গে দশ থেকে পনেরজন যাত্রী বহন করে। সস্তা ভাড়ার জন্য এসব টেম্পু রিয়াজের মতো সাধারণ শ্রমজীবীদের কাছে গ্রহণযোগ্য হয়েছে। রিয়াজ বসে পড়লো। তবে এতো ঠাসাঠাসির মধ্যে সে প্রায় অসুস্থ হয়ে পড়লো। এতো ছোটো জায়গা ঠাসা লোকজনের শরীরের উষ্ণতা আর ইঞ্জিনের উত্তাপ মিলিয়ে গাড়ির ভেতরটা প্রায় অসহ্য হয়ে উঠেছে। দুইজন বয়স্ক লোকের মাঝখানে পিষ্ট হতে-হতে তার বমির ভাব হলো, তবুও বাড়িতে ফিরতে পারাটাই ছিলো রিয়াজের জন্য অত্যন্ত সুখের ব্যাপার।

Question 3

English translation

In these modern times people are inclined to take different types of jobs. Commercial education is getting more popular by the day in this competitive world. At the same time there are increased job prospects at home and abroad. Hotel Management is one of them. It also offers wider job prospects; the youth community in a developing country like Bangladesh would benefit if educated in this field. They could make efforts to build their individual career if trained in a hotel management course. It would also provide them with job opportunities at home as well as in the international market.

Bangladesh Skills Development Institute (BSDI) came forward to explore the prospect of developing young people in the job market. This is the first organisation established by the Bangladesh Education Board of Technology in 2002. They have been managing different Diplomas and Commercial Courses in Hotel Management in big cities. They provide wider opportunities for part-time or full time jobs. As a result, the students can be financially self sufficient as they continue with their studies.

The theoretical as well as the practical sessions are run by skilled trainers from home and abroad. The trainees can obtain work experience placements in various restaurants, hotels and industries. Alongside this there are training opportunities in IT and English language skills. These courses help improve their practical knowledge to an international standard. On top of this, scholarship is awarded to the poor and the meritorious students.

Eighteen year old Shaon is a student here. He is the only son of a poor, blind mother. He studies the Hotel Management Course during the day. He works in a restaurant at night aided by BSDI. With these earnings, he somehow manages to provide for the family including medicine for his mother. Nevertheless, every night on his way back home, he dreams about what might have been had he gone abroad and worked in a big hotel there. He could have earned ample money. With that money he could have afforded the cost of his mother's treatment and led a comfortable life!

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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