

Mark Scheme (Results)

January 2014

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

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January 2014

Publications Code UG037558

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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

4BE0/01 January 2014

|     | Com: = 2 marks  | Com = 1 mark   | Com = 0   |
|-----|---|--|---|
| (a) | <p>Hard work is the key to success in life.</p> <ul style="list-style-type: none"> <li>Complete transmission with accurate language, such as: কঠোর পরিশ্রম/ ই জীবনে সাফল্যের চাবিকাঠি। or similar.</li> <li>Complete transmission with minor spelling errors (one or two) such as: কটর পরিশ্রম/ ই জীবনে সাপল্যের চাবিকাঠি। or similar.</li> </ul>             | <ul style="list-style-type: none"> <li>Complete transmission without punctuation mark/s, such as: কঠোর পরিশ্রম/ ই জীবনে সাফল্যের চাবিকাঠি</li> <li>Partial transmission/omission of one word/phrase from the following, or পরিশ্রম or জীবনে or সাফল্যের or চাবিকাঠি such as: পরিশ্রম জীবনে সাফল্যের চাবিকাঠি or similar.</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: পরিশ্রম জীভনে সাপল্যের ছাবিকাঠি। or similar.</li> </ul>                   | <ul style="list-style-type: none"> <li>Transmission is totally out of context/does not make sense at all such as: পরিশ্রম না করলে পাশ করবে না। or similar.</li> </ul> |
|     | Com: = 2 marks  | Com = 1  | Com = 0   |
| (b) | <p>What happened to the gold watch you used to have?</p> <ul style="list-style-type: none"> <li>Complete transmission with accurate language, such as: তোমার যে সোনার ঘড়িটা ছিলো সেটার কী হলো? or similar.</li> <li>Complete transmission with minor spelling errors, (one or two) such as: তোমার যে শুন্যর গড়িটা ছিলো সেটার কী হলো? or similar.</li> </ul> | <ul style="list-style-type: none"> <li>Complete transmission without punctuation mark/s, such as: তোমার যে সোনার ঘড়িটা ছিলো সেটার কী হলো</li> <li>Partial transmission/omission of one word/phrase from the following, তোমার or সোনার or ঘড়িটা or ছিলো or সেটার or কী হলো such as: তোমার যে ঘড়িটা ছিলো সেটার কী হলো? or similar.</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: তমার যে শুন্যর গরিটা ছিলো সেটার কী হলো? or similar.</li> </ul> | <ul style="list-style-type: none"> <li>Transmission is: totally out of context/does not make sense at all such as: ঘড়ি ছাড়া কি চলে? or similar.</li> </ul>          |

|     | Com: = 2 marks  | Com = 1 mark  | Com = 0   |
|-----|---|---|---|
| (c) | <p>Even if you do apologise now, he won't be very happy.</p> <ul style="list-style-type: none"> <li>Complete transmission with accurate language, such as<br/>তুমি এখন ক্ষমা চাইলেও সে/তিনি খুব / একটা খুশি হবে/ন না / তার/তার রাগ কমবে না। or similar.</li> <li>Complete transmission with minor spelling errors (one or two) such as:<br/>তুমি একন খমা চাইলেও সে খুব / একটা খুশি হবে না। or similar.</li> </ul> | <ul style="list-style-type: none"> <li>Complete transmission without punctuation mark/s, such as: তুমি এখন ক্ষমা চাইলেও সে/তিনি খুব / একটা খুশি হবে/ন না</li> <li>Partial transmission/omission of one word/phrase from the following, তুমি or এখন or ক্ষমা চাইলেও or সে/তিনি or খুব or খুশি হবে/ন না such as: তুমি ক্ষমা চাইলেও সে/তিনি খুব or খুশি হবে/ন না or similar.</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as:<br/>তুমি একন খমা ছাইলেও সে কুব খুশি হবে না। or similar.</li> </ul>              | <ul style="list-style-type: none"> <li>Transmission is: totally out of context/does not make sense at all such as: তুমি তার কাছে ক্ষমা চেও না। or similar.</li> </ul> |
|     | Com: = 2 marks  | Com = 1   | Com = 0   |
| (d) | <p>You should have done it as I showed you.</p> <ul style="list-style-type: none"> <li>Complete transmission with accurate language, such as: যেভাবে দেখিয়েছিলাম সেভাবেই তোমার এটা করা উচিত ছিলো। or similar.</li> <li>Complete transmission with minor spelling errors, (one or two) such as:<br/>যেবাবে দেখিয়েছিলাম সেভাবেই তোমার এটা কড়া উচিত ছিলো। or similar.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Complete transmission without punctuation mark/s, such as: যেভাবে দেখিয়েছিলাম সেভাবেই তোমার এটা করা উচিত ছিলো</li> <li>Partial transmission /omission of one word/phrase from the following, যেভাবে or দেখিয়েছিলাম or সেভাবেই or তোমার or এটা or করা উচিত or ছিলো such as: যেভাবে দেখিয়েছিলাম সেভাবে করা উচিত ছিলো। or similar.</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as:<br/>যেবাবে দেখিয়েছিলাম সেবাবে তোমার এটা কড়া উচিত ছিলো। or similar.</li> </ul> | <ul style="list-style-type: none"> <li>Transmission is: totally out of context/does not make sense at all such as: দেখে- দেখে কাজ করা উচিত। or similar.</li> </ul>    |

|     | Com: = 2 marks   | Com = 1   | Com = 0  |
|-----|--|---|--|
| (e) | <p>She looked through the window and said, "What a lovely morning!"</p> <ul style="list-style-type: none"> <li>• Complete transmission with accurate language, such as: সে / মেয়েটি জানালা দিয়ে তাকিয়ে বললো, "কী সুন্দর সকাল!" or similar.</li> <li>• Complete transmission with minor spelling errors, (one or two) such as: মেয়েটি যানালা দিয়ে তাকিয়ে বললো, "কী শূন্দর সকাল!" or similar.</li> </ul> | <ul style="list-style-type: none"> <li>• Complete transmission without punctuation mark/s, such as: মেয়েটি জানালা দিয়ে তাকিয়ে বললো কী সুন্দর সকাল or similar.</li> <li>• Partial transmission/omission of one word/phrase from the following, মেয়েটি or জানালা দিয়ে or তাকিয়ে or বললো or কী সুন্দর or সকাল such as: মেয়েটি তাকিয়ে বললো, "কী সুন্দর সকাল!" or similar.</li> <li>• Complete transmission with major spelling errors, (three or four) which does not affect communication such as: মেএটি যানালা দিয়ে তাকিয়ে বললো, "কী শূন্দর সখাল!" or similar.</li> </ul> | <ul style="list-style-type: none"> <li>• Transmission is: totally out of context/does not make sense at all such as: মেয়েটি কী সুন্দর! or similar.</li> </ul> |

Marking Grid for Q1 4BEO-01 January 2014

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.<br>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

জাহিদ শহরের বাণিজ্যিক এলাকার এক অফিসে কাজ করে। বাড়ি ফেরার পথে সে একটা বাসে উঠলো। হঠাৎ তার মনে পড়লো বাড়িতে রাতের খাবারের জন্য কিছুই নেই। সে ভাবলো, যাওয়ার পথে কাছাকাছি বাজার থেকে কিছু মাছ অথবা সবজি নিয়ে গেলেই হবে। বাসটা তাকে নদীর কাছে পুলে নামিয়ে দিলো। নদীর ধার দিয়ে প্রায় দশ মিনিট হাঁটার পর সে বাজারে পৌঁছলো। ততক্ষণে প্রায় সন্ধ্যা হয়ে এসেছে।

হরেক রকম মাছ দেখার সময় সে লক্ষ্য করলো দূরে এক কোণে একজন বৃদ্ধ লোক কিছু ইলিশ মাছ বিক্রি করছে। ইলিশ মাছের দাম জাহিদের সামর্থ্যের বাইরে মনে করে সে প্রথমে ইলিশ মাছের প্রতি আগ্রহ না দেখিয়ে সবজির দোকানের দিকে অগ্রসর হলো। হঠাৎ ছোট মেয়েটার চেহারা তার মনে ভেসে উঠলো। ইলিশ মাছ পেলে মেয়েটা আর কিছুই চায় না। সুতরাং দাম যাই হোক না কেন জাহিদ তার মত বদল করে মাছই কেনা সাব্যস্ত করলো। মেয়েটার হাসি মাখা চেহারাটা তো সে অন্তত দেখতে পাবে! অবিলম্বে সে বৃদ্ধ লোকটির কাছে গিয়ে একটা তাজা ইলিশ মাছ কিনলো। ভাজা ইলিশের সঙ্গে খেতে ভালো লাগবে বলে সে একটা ফুলকপি আর কয়েকটা আলুও কিনলো।

জাহিদ যখন রাস্তায় আবার ফিরে গেলো তখন সন্ধ্যার মজাদার খাবারের আশায় তাকে খুশি দেখাচ্ছিলো। কিন্তু তার সামনের জনস্রোত দেখে সে ভয় পেলো। মেয়ের খাওয়ার আগে বাড়িতে পৌঁছতে পারবে কি না ভেবে সে উদ্ভিগ্ন হলো। অনেক কষ্টে ভিড় ঠেলে যে বাসটা বাসষ্টপ থেকে ছেড়ে যাচ্ছিলো সেই বাসে লাফ দিয়ে সে উঠে পড়লো।

### Question 3

#### English translation

Shibly was admitted in Dhaka Govt College after the completion of his school life. While he was a 1st year student in the college, alongside his studies, he started writing in a variety of magazines; stories, poems, film critique and so on. Those were published in different magazines.

Two years of Shibly's life went by this way. He passed his higher secondary examination with distinction. Until then, he had not decided that he would study on the theatre performances' course. He had a desire to study Economics in the Dhaka University. However his desire was not fulfilled as he could not do well in the admission test. He then had a chance to get admission in the theatre performances' course. Shibly realised after the few initial lessons that the diverse theatre topics were attracting him strongly.

Afterwards, he truly got into the theatre plays; he started translating the plays. Starting from Shakespeare's play, he also translated certain famous plays from the world of literature. He then started writing the scripts of the plays on his own. Alongside, Shibly also had the first lesson (sacrament) to direct theatre plays. Anyway, he succeeded to pass his graduation and post graduate degrees and achieved 1st class at both stages.

From then, this young dramatist/script writer devoted whole-heartedly in directing stage plays. He had many plans, lots of dreams about plays. On a television interview recently, he stated boldly, "I want the publicity and expansion of the Bangladeshi theatre performances to be widely spread throughout the world. Courses on performing arts need to be started at least in the public universities if not in all universities. We not only should use our own ingredients; we also need to borrow ingredients from countries all over the world. Our plays should be unique and dedicated to the new generation.

#### Question 4 - Writing (Total: 35 marks)

This question attracts marks for **Communication and content** and **Quality of Language**. Please see the following grids:

|       | <b>Communication and content</b>   |
|-------|--|
| 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.<br>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.  |

