



Examiners' Report/ Principal Examiner Feedback

Summer 2015

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

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4BEO - 01 IGCSE BENGALI – CHIEF EXAMINER'S REPORT – June 2015

General comments

A good proportion of candidates performed well and scored high marks in the paper for the June 2015 Int.GCSE Bengali paper. The demand of the paper is comparable with the June 2014 paper.

Candidates had every opportunity to produce good and proper translations. Some key words and phrases helped to discriminate between good and adequate performance of the candidates. A number of outstanding pieces of translations including examples of continuous pieces of writings were evident from a number of responses.

Question 1

Most candidates were able to translate at least 3 sentences without any difficulty, and scored full marks. However, 1(b) and 1(d) proved to be difficult by a considerable number of candidates who struggled to translate **application form** on 1(b); **match** and **postpone** on 1(d). It was also evident that a number of candidates did not have a good grasp of applying the speech marks appropriately.

Question 2

This question was about obesity. Generally the transmission of this passage by most candidates was well throughout the passage except that only a very small number of candidates struggled with the Bengali meanings of words such as '**commuters**', '**promotional events**', and '**social revolution**' and used their transliterations. It is interesting to note that some candidates were confused with the words '**commuters**' and '**popular**' where they used their meanings as **computers** and **famous** respectively. Nevertheless, the more able candidates performed this task quite well and scored very good marks.

Question 3

This question was about Aeronautical Engineering course in Bangladesh. The candidates generally performed well in transmitting the passage. However, the majority of the candidates had struggled to translate the passage correctly and fully. In some cases, candidates were unable to put the correct meanings of Bengali words such as '**biman prokousholi**', '**Bangladesh karigory o prokoushol bisyabiddaloy**', '**sutthamdehi**', and '**madhyamik**', they used either their transliterations or inappropriate words.

Question 4

The essay options **4a** and **4d** were well responded by able candidates. However, **4b** and **4c** were well responded by the majority students. 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.

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 average candidates in general. On quite a few occasions, responses were mainly descriptive. Also not very many candidates used high level vocabulary or idiomatic phrases or expressions. The manipulation of languages was often very basic. The use of syntax and wrong use of verb forms, mismatching of verb endings gave the amount of common spelling errors highlighted as if it was the second language for a number of students, so they scored less than expected. On the other hand, candidates who fulfilled these criteria and displayed a coherent piece of writing displaying a variety of structures, a range of vocabulary, obviously scored the top range marks.

Conclusion

The overall performances of able candidates 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 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, wide displays of transliterated words / phrases were evident in the students' performances across the board.

Grade Boundaries

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