

Examiners' Report/  
Principal Examiner Feedback

Summer 2014

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

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Summer 2014

Publications Code UG038107\*

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## 4BE0/01 IGCSE Bengali – Examiner’s report – June 2014

The following points were noted by examiners:

### General comments

A good proportion of students performed well and scored high marks in the paper. The demand of the paper is generally comparable with the June 2013 paper. However, it was pleasing to see that the overall students’ performances this series were slightly better than last year.

Students 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. Also a number of outstanding pieces of translations including examples of continuous pieces of writings were evident from a number of responses.

### Question 1

Able students were able to translate all 5 sentences without any difficulty, and scored very good marks. However, less able students struggled with translating the reported speech and often ignored the appropriate display of the speech marks in Q1d. The omission of punctuation marks also often resulted in lower scoring.

### 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 fast food shops in Dhaka city. The majority of the candidates were again able to translate the passage without any difficulty. Only some candidates struggled with a few Bengali words such as **‘saadh’**, **‘hotaash’**, **‘ferywala’** and **‘moshla’** and used their transliterations.

## Question 4

The average number of candidates answered questions 4a and 4d comparatively well. The majority of the students had chosen the questions 4a and 4d for their essay options and scored good marks. Options 4b and 4c were responded by a fewer candidates. The more able candidates were able to demonstrate a wide range of vocabulary and grammatical structures followed by their opinions and reactions. So, they scored good marks. The essay options **4b** and **4c** were well responded by able students. However, 4a and 4d were popular well responded by the majority of the students. The able students 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 students had written essay less than the required number of words, the quality and the required relevant information being taken into account; that resulted them in scoring lower marks.

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 students in general. On average, the responses were mainly descriptive. Also not very many students 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, students 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

On the whole, this paper appeared to be fair accessible and well balanced. The overall performances of able students 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.

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