

Mark Scheme (Results)

Summer 2014

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

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2014

Publications Code UG038109\*

All the material in this publication is copyright

© Pearson Education Ltd 2014

## 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.

**Assessment criteria**

Assesment criteria reflects the standards expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

**Major errors**

These may include, for example, the consistent mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

**Minor errors**

These may include, for example, the occasional omission of accents, incorrect gender, article, slight spelling errors.

**Awarding marks**

Marks are awarded positively using the following assessment criteria grids. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a candidate should fain the upper or lower number of marks in the box, it is important to refer to the boxes and above and below. If the candidate's peformance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate's performance may require a 'best fit' mark.

## Q1. Mark Scheme

4BEO/01 June 2014

	Com = 2 marks	Com = 1 mark	Com = 0
(a)	<p>The accident was so serious that none of us could escape.</p> <ul style="list-style-type: none"> <li>Complete transmission with accurate language, such as: দুর্ঘটনাটা এতোই মারাত্মক. গুরুতর ছিলো যে আমরা কেউই/ রেহাই পাইনি। or similar.</li> <li>Complete transmission with minor spelling errors (one or two) such as: দুর্ঘটনাটা এতো মারাত্মক ছিলো যে আমরা কেউই/এর থেকে রেহাই পাইনি। or similar.</li> </ul>	<ul style="list-style-type: none"> <li>Complete transmission without punctuation mark/s, such as: দুর্ঘটনাটা এতোই মারাত্মক ছিলো যে আমরা কেউই/ রেহাই পাইনি</li> <li>Partial transmission/omission of one word/phrase from the following, দুর্ঘটনাটা or এতো or মারাত্মক or ছিলো or আমরা কেউ or রেহাই পাইনি such as: দুর্ঘটনাটা এতোই মারাত্মক ছিলো যে আমরা কেউ রেহাই পাইনি। or similar.</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: দুর্ঘটনাটা এতো মারাত্মক ছিলো যে আমরা কেউ রিহা পাইনি। 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: আমার একটা দুর্ঘটনা হয়েছিলো। or similar.</li> </ul>
	Com: = 2 marks	Com = 1	Com = 0
(b)	<p>You will have to be responsible for what you have done.</p> <ul style="list-style-type: none"> <li>Complete transmission with accurate language, such as: তোমার কৃতকর্মের জন্য তোমাকেই দায়ী থাকতে /কৈফিয়ত দিতে হবে। or similar.</li> <li>Complete transmission with minor spelling errors, (one or two) such as: তোমার কতকর্মের জন্য তোমাকে কৈপিয়ত দিতে হবে। or similar.</li> </ul>	<ul style="list-style-type: none"> <li>Complete transmission without punctuation mark/s, such as: তোমার কৃতকর্মের জন্য তোমাকেই কৈফিয়ত দিতে হবে</li> <li>Partial transmission/omission of one word/phrase from the following, তোমার or কৃতকর্মের or জন্য or তোমাকে/ই or কৈফিয়ত or দিতে হবে or similar.</li> <li>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: তুমার কতকর্মের জন্য তোমাকে কৈপিয়ত দিতে হবে। 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: তোমার জন্য আমি দায়ী হবো না। or similar.</li> </ul>

	Com: = 2 marks	Com = 1	Com = 0
(c)	<p>Can we go for a walk if the weather stays fine?</p> <ul style="list-style-type: none"> <li>• Complete transmission with accurate language, such as: যদি আবহাওয়া ঠিক / ভালো থাকে তাহলে কি আমরা হাঁটতে যেতে পারি? or similar.</li> <li>• Complete transmission with minor spelling errors(one or two) such as যদি আবহাওয়া ঠিক থাকে তাহলে কি আমরা হাটতে যেতে পারি? or similar.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete transmission without punctuation mark/s, such as: যদি আবহাওয়া যদি ঠিক / ভালো থাকে তাহলে কি আমরা হাঁটতে যেতে পারি</li> <li>• Partial transmission /omission of one word/phrase from the following, আবহাওয়া or ভালো থাকে/থাকলে or আমরা or হাঁটতে or যেতে পারি such as: আবহাওয়া ভালো থাকলে কি আমরা যেতে পারি? or similar.</li> <li>• Complete transmission with major spelling errors, (three or four) which does not affect communication such as: যদি আবহাওয়া টিক থাকে তাহলে কি আমরা হাটতে যেতে পাড়ি? 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: আজ আবহাওয়া খুব ভালো থাকবে। or similar.</li> </ul>
	Com: = 2 marks	Com = 1	Com = 0
(d)	<p>The Doctor said to the patient, "Take this medicine twice a day."</p> <ul style="list-style-type: none"> <li>• Complete transmission with accurate language, such as: চিকিৎসক/ডাক্তার রোগীকে বললেন, “এই ওষুধটা দিনে দুইবার খাবে/না” or similar.</li> <li>• Complete transmission with minor spelling errors, (one or two) such as: ডাকটর রোগীকে বললেন, “এই ওষুদটা দিনে দুইবার খাবে/না” or similar.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete transmission without punctuation mark/s, such as: ডাক্তার রোগীকে বললেন এই ওষুধটা দিনে দুইবার খাবে</li> <li>• Partial transmission /omission of one word/phrase from the following, ডাক্তার or রোগীকে or বললেন or এই ওষুধটা or দিনে or দুইবার or খাবে such as: ডাক্তার বললেন, “এই ওষুধটা দিনে দুইবার খাবে” or similar.</li> <li>• Complete transmission with major spelling errors, (three or four) which does not affect communication such as: ডাকটর রোগীকে বললেন, “এই ওষুদটা দিনে দুইবার কাবেনা” 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: ডাক্তাররা দিনে বিশ্রাম পান না। or similar.</li> </ul>

	Com: = 2 marks	Com = 1	Com = 0
(e)	<p>What a delicious meal we had today!</p> <ul style="list-style-type: none"> <li>• Complete transmission with accurate language, such as: আজকের খাবারটা কি সুস্বাদু / দারুণ/ তৃপ্তিকর./ মজারই না ছিলো! or similar.</li> <li>• Complete transmission with minor spelling errors, (one or two) আজকের কাবারটা কি সুসাদুই না ছিলো! or similar.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete transmission without punctuation mark/s, such as: আজকের খাবারটা কি সুস্বাদু / দারুণ/ তৃপ্তিকর./মজারই না ছিলো or similar.</li> <li>• Partial transmission /omission of one word/phrase from the following, আজকের or খাবারটা or সুস্বাদু or ছিলো such as আজকের খাবারটা কি না ছিলো! or similar.</li> <li>• Complete transmission with major spelling errors, (three or four) which does not affect communication such as: আযকের কাবারটা কি সুসাদুই না চিলো! 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: আমি মজাদার খাবার পছন্দ করি! 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 flawless.
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

কষ্টকর জীবনধারণার সঙ্গে জড়িত বর্ধিত আকারের টেবিলে বসে কাজ ও শারীরিক পরিশ্রমের অভাবের কারণে সৃষ্টি হয়েছে মানসিক ব্যাধি ও স্থূলতার সমস্যা। এই সমস্যা সমাধানের এক উত্তম উপায় হচ্ছে হাঁটাচলা অথবা সাইকেল চালানোর মতো সহজ শরীর চর্চা। এগুলোর জন্য যে প্রয়াস দরকার তা আমাদের শরীর থেকে চর্বি কমিয়ে ফেলে। হাঁটাচলা অথবা সাইকেল চালানো আমাদের শারীরিক সুস্থতা ও স্বাস্থ্য উন্নয়ন ক্ষেত্রে এক উল্লেখযোগ্য অবদান রাখতে পারে।

এই দুটো পদ্ধতিই যাতায়াতের জন্য বেশি দরকারি। আর্থিক দিক থেকেও উপকারী কারণ কার্যত এতে যেমন কোনো খরচ লাগে না তেমনি বায়ু বা শব্দ দূষণও হয় না। বিদেশী ও বাংলাদেশী বিশেষজ্ঞদের মতে জনাধিক্য শহরগুলোর ভিড় কমাতে হাঁটাচলা ও সাইকেল চালানো সাহায্য করবে। পাশ্চাত্য জগতে বিগত কয়েক বছরে হেঁটে অথবা সাইকেল চালিয়ে কাজে যাওয়া বেশ জনপ্রিয় এবং ফ্যাশান হয়ে দাঁড়িয়েছে। বর্তমানে কিছু সংখ্যক উন্নয়নশীল দেশের নাগরিকবৃন্দ এই পথ অনুসরণ করে চলেছে।

পথচারী এবং সাইকেল চালকদের জন্য সুযোগ-সুবিধা দান করাই হবে সবচেয়ে গুরুত্বপূর্ণ কাজ। হাঁটাচলা এবং সাইকেল চালানোকে নতুন উৎসাহে আকর্ষণীয় করে তোলার জন্য ঢাকায় প্রচুর মনোজ্ঞ কার্যক্রমের আয়োজন করা হয়েছে। তবে এ ক্ষেত্রে সামাজিক বিপ্লব সাধন এখনও বহুদূর। পায়ে চলা পথগুলো প্রায়ই হকার / ফেরিওয়ালাদের দিয়ে পরিপূর্ণ থাকে এবং এসব জায়গা দিয়ে পথচারীরা মোটেই হাঁটাচলা করতে পারে না। তবে এসব হকার / ফেরিওয়ালাদের সরানোও সহজসাধ্য নয়। বাংলাদেশের মতো বেকার সমস্যায় জর্জরিত দেশে রাস্তার পাশের পায়ে চলার পথ থেকে এসব লোকজনকে উচ্ছেদ করার পদক্ষেপ সুবিবেচিত হবে না।

### Question 3

#### English translation

In a mega city like Dhaka many fast food shops are situated in a variety of shopping malls and some aristocratic areas. However, eating out in these places has become a fashion amongst the rich and the upper middle class people. Not everybody can have a taste of these foods; even if they desire, they can't afford them.

However, there is no need to be upset. Alongside, Dhaka is also populated with many vendors of street food of many different kinds and taste including pitha, chotpoti, phucka, jhalmuri, peanuts and various fried items. Handmade pitha is a very popular winter evening and breakfast menu. Pitha vendors are mainly women. In the evening they prepare handmade pithas and sell them warm. Chotpoti, phuchka, jhalmuri and roasted peanuts are food items that pass time. So these are having an increasing demand and popularity amongst youngsters and teen agers.

Vendors can easily set these small food stalls anywhere. In front of all educational institutions, office buildings and footpaths these shops are available. As compared to homemade food or fast food available from posh food court, these street foods contain a variety of taste and they are very cheap. So, everybody can afford to buy them.

However, these foods can be at a risk of health hazard. On several occasions, these types of food are cooked in an unhealthy environment. Besides, there are possibilities of having diseases like gastric ulcer or even liver symptoms are more likely to happen if these food items are taken regularly. In spite of the health risk, street food is more or less dear to everybody. The mouth watering food has become part and parcel of the urban /city lifestyle.

#### 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. 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.