



Examiners' Report  
Principal Examiner Feedback

November 2024

Pearson Edexcel International GCSE  
In Bangla (4BA0) Paper 01

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November 2024

Publications Code 4BA0\_01\_2411\_ER

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### General Overview:

This report summarises the performance of candidates in the November 2024 International GCSE Bangla (4BA0/01) examination, which evaluates reading, writing, and translation skills. The majority of candidates displayed a commendable level of proficiency, reflecting thorough preparation.

This series saw approximately 1,000 entries. Overall, performance in the 4BA0/01 examination was strong, with many candidates achieving impressive results.

### Paper Overview

The examination assesses three key skills: reading, writing, and translation, divided into three sections:

- **Section A: Reading Comprehension** – 40 marks, contributing 40% to the total score, aligned with Assessment Objective 01 (AO1).
- **Section B: Writing** – 40 marks, also contributing 40%, aligned with Assessment Objective 02 (AO2).
- **Section C: Translation** – 20 marks, contributing the remaining 20%, aligned with Assessment Objective 03 (AO3).

The examination lasts 2 hours and 30 minutes, with a total of 100 marks available. Each question is based on themes specified in the syllabus.

### Section A – Reading Comprehension (AO1)

This section comprises four questions assessing candidates' ability to read and interpret various texts.

#### 1. Gap-fill task (6 marks)

Candidates filled blanks with words from a given list. The text was about 'Artificial Intelligence and Robots.' The mean score was 4.75, consistent with last year. Candidates who struggled to gain full marks often could not identify suitable words for specific items (1a, 1b, and 1f). Success in this question requires a precise understanding of vocabulary and its contextual relevance.

#### 2. Multiple-matching task (8 marks)

Candidates read three texts on 'The Day of the Festival' and matched statements to speakers. The mean score was 6.80, similar to the previous year. Forty-seven per cent of candidates secured full marks on this item. Some candidates either selected too many or too few options, invalidating their responses. Items 2e and 2f were notably challenging to the candidates.

#### 3. Note-taking task (12 marks)

Candidates completed statements based on a passage titled 'Neelkhet Book Market.' The mean score was 10. Common errors included misinterpreting question 3d on 'Russell was heading to ...' and providing incorrect information. Some candidates struggled with nuanced contexts in items 3e, especially 'Russell's feeling while seeing the Neelkhet bookshop ...' and 3f. Success in this task required careful reading and precision, particularly when answering multi-part questions.

#### 4. Open-response and summary tasks (14 marks)

- **Part 4(a):** Short answers based on a literary text (10 marks). The theme of this question was an autobiography in which the author describes his journey of learning a language. The mean score was 8. Candidates often performed well but struggled with specific items, particularly 4(vi) and 4(viii), where ideas from the text were sometimes conflated.
- **Part 4(b):** A summary question requiring candidates to synthesise opinions from a dialogue (4 marks). The mean score was just over 2.5, which reflects an improvement

from the previous year. It is pleasing to see the candidates doing better in this part of the summary question.

### **Section B – Writing (AO2)**

This section evaluated candidates' ability to write creatively and descriptively on given topics.

#### **5. Guided writing task (14 marks)**

Candidates wrote approximately 80 words about 'Food and Drinks,' guided by four prompts referring to past, present, and future events. The mean score was 9, comparatively lower than the last series. Strong responses demonstrated coherence and grammatical accuracy, addressing all prompts with balanced coverage. However, some candidates missed marks by omitting or misinterpreting certain stimuli, particularly when writing about past and future eating habits. Successful responses included references to all stimuli and used at least two tenses.

#### **6. Descriptive writing task (26 marks)**

Candidates selected one of three topics: 'Improved Environment,' 'Daily Routine,' or 'Educational Visit.' The mean score was 18, slightly lower than last year. 'Daily Routine' was the most popular topic, chosen by approximately 700 candidates, followed by 'Improved Environment.' Responses often featured sophisticated vocabulary and coherent narrative structures spanning past, present, and future events. Strong essays addressed all bullet points and adhered to formal language conventions. In some cases, candidates struggled to describe the recent steps taken to deal with the environmental problems for question 6a. In question 6b, many candidates described their childhood timetable but did not justify why the timetable was different in the past. Similarly, in question 6c, a few candidates have focused on making the study tour educational but merely referred to the ways to make the visit entertaining.

### **Section C – Translation (AO3)**

#### **7. Translation task (20 marks)**

This section required candidates to translate a text on 'Importance of Handwriting' from English to Bangla. The mean score was 15, comparable to last year's translation task. Common difficulties included translating vocabulary such as 'scientists,' 'appeared,' 'promote,' 'recommended,' and 'learners.' Errors in spelling caused ambiguity and context affected some candidates' scores. Strong responses accurately captured the meaning and nuances of the source text.

### **Advice to Centres**

#### **Section A: Reading Comprehension**

- Encourage candidates to build a robust vocabulary and practice interpreting texts within context.
- Teach candidates to carefully follow instructions, especially in multi-part tasks, ensuring their responses are precise and relevant.

#### **Specific tips:**

- Gap-fill questions: Use contextual clues to identify correct words.
- Matching tasks: Avoid over-marking or under-marking. Focus on methodically eliminating incorrect options. Consider cases where two respondents refer to a particular point or none of the speakers mentions it.
- Note-taking tasks: Highlight the importance of understanding question stems and selecting both required pieces of information for multi-part items.

- Summary tasks: Train candidates to infer main points and synthesise information instead of copying large chunks of the text verbatim.
- Section B: Writing
- Advise candidates to address all bullet points and ensure their responses are balanced.
- Emphasise the use of standard Bangla vocabulary and discourage reliance on transliterations or colloquial language.
- Train candidates to use all three timeframes (past, present, future) effectively and include opinions with justification.
- Encourage candidates to incorporate a variety of sentence structures with correct spellings.
- Section C: Translation
- Maintain regular practice with translation tasks, focusing on sentence-by-sentence or phrase-by-phrase accuracy.
- Develop candidates' familiarity with Bangla equivalents for common English terms. Draft translations can be an effective strategy before finalising responses.

#### **General Recommendations**

- Regularly practice past papers to build confidence and improve time management.
- Encourage precision and clarity in responses across all sections.
- Provide feedback on spelling, grammatical accuracy and coherence to enhance overall performance.

#### **Conclusion**

Candidates demonstrated strong linguistic abilities, with many achieving results beyond expectations. Their dedication and preparation are commendable. With continued support and focused guidance, future candidates are likely to excel further in their language skills and examination performance.

