

Mark Scheme (Results)

January 2012

International GCSE 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 call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

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.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Pearson about Edexcel qualifications on our dedicated MFL specialist telephone line: 0844 576 0035

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 raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2012

Publications Code UG030188

All the material in this publication is copyright

© Pearson Education Ltd 2012

The table below shows how marks are distributed throughout the paper.

Question	Transmission Communication/Content	Quality of Language	Total for Question
1	10%	5%	25%
2	15%	10%	25%
3	15%	10%	15%
4	20%	15%	35%

Assessment criteria and mark scheme

Assessment criteria reflect the standard expected at International GCSE. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' should be interpreted in this context.

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

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

Marks are awarded positively using the following assessment 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 gain the upper or lower number of marks in the box it is important to refer to the boxes above and below. If the candidate's performance borders more on the performance of the box below than the box above, then the lower mark is allocated. On certain occasions, a candidate performance may require a 'best fit' mark.

Question 1 - Practical application of grammar (Total: 15 marks)

Five sentences each worth 2 marks, plus a global mark for Quality of Language.
Marks are awarded for **Communication** as well as for **Quality of Language**.
Please refer to the following grids:

Communication	
2	Fully communicated in the target language although with some ambiguity in the expression.
1	At least half the sentence is correctly communicated in the target language.
0	No relevant communication.

The Quality of Language grid is applied **GLOBALLY** to all five sentences.

Quality of language	
5	High level of accuracy with only minor errors.
4	Level of accuracy generally secure but incidence of error increases in more complex language.
3	Accuracy variable with some basic errors.
2	High incidence of error which impedes communication at times. Inconsistent.
1	Frequent basic error with only isolated examples of accurate language.
0	No language worthy of credit.

Q1. Mark Scheme

4BEO/01 January 2012

	Com: = 2 marks	Com = 1 mark	Com = 0
(a)	<ul style="list-style-type: none"> Are you excited about going on holiday next week? আগামী সপ্তাহে ছুটিতে যাওয়ার ব্যাপারে/জন্য তুমি/আপনি কি খুব খুশী? /উত্তেজিত? Complete transmission with accurate language, such as আগামী সপ্তাহে ছুটিতে যাওয়ার ব্যাপারে/জন্য / সম্পর্কে তুমি/আপনি কি খুব খুশী? or similar Complete transmission including the question mark with minor spelling errors, (one or two) such as: আগামী সপ্তাহে ছুটিতে যাওয়ার ব্যাপারে তুমি কি খুব খুশী? or similar. 	<ul style="list-style-type: none"> Complete transmission without question mark, such তড় এই সেই আগামী সপ্তাহে ছুটিতে যাওয়ার জন্য তুমি কি খুব খুশী or similar. Transmission with omission of either আগামী সপ্তাহে যক্ষ যাওয়ার জন্য যক্ষ তুমি /আপনি কি যক্ষ খুব খুশী such as: তোমার বোন পড়তে কেন অপছন্দ করে? or similar <p>-----</p> <ul style="list-style-type: none"> Complete transmission with three / four spelling errors which does not affect communication such as: আগামী সপ্তাহে ছুটিতে যাওয়ার ব্যাপারে তুমি কি খুব কুশী? or similar 	<ul style="list-style-type: none"> Transmission is :totally out of context / does not make sense at all such as: তুমি রেজাল্ট পেয়ে খুশী? or similar
	Com: = 2 marks	Com = 1	Com = 0
(b)	<ul style="list-style-type: none"> Doctors are never known by their full name. ডাক্তাররা / চিকিৎসকরা কখনোই তাঁদের পুরো/সম্পূর্ণ নামে পরিচিত নন। Complete transmission with accurate language, such as: ডাক্তাররা কখনোই তাঁদের পুরো নামে পরিচিত নন। or similar <p>-----</p> <ul style="list-style-type: none"> Complete transmission with minor spelling errors (one or two), such as: দারতরারা ককন তাঁদের পুরো নামে পরিচিত নন। or similar. 	<ul style="list-style-type: none"> Complete transmission with major spelling errors, (three or four) which does not affect communication such as: দারতরারা ককন ফুরা নামে পরিচিত না। or similar Transmission with omission of either ডাক্তাররা যক্ষ কখনোই যক্ষ পুরো নামে যক্ষ পরিচিত না such as: সে কখনোই পুরো নামে পরিচিত না। or similar 	<ul style="list-style-type: none"> Transmission is :totally out of context / does not make sense at all such as: তোমার পুরা নাম কেউ জানে না or similar

	Com: = 2 marks	Com = 1 mark	Com = 0
(c)	<ul style="list-style-type: none"> The film will already have started by the time we get there. আমরা সেখানে পৌঁছাবার আগেই ছায়াছবিটি/ফিল্ম/টি আরম্ভ হয়ে যাবে। Complete transmission with accurate language, such as আমরা সেখানে পৌঁছাবার আগেই ফিল্ম/টি আরম্ভ/শুরু হয়ে যাবে। or similar Complete transmission including the the full stop mark with minor spelling errors, (one or two) such as: আমরা সেখানে পৌঁছাবার আগেই পিল্মটি শুরু হয়ে যাবে। or similar. 	<p>Complete transmission without question mark, such as আমরা সেখানে পৌঁছাবার আগে ছায়াছবিটি আরম্ভ হয়ে যাবে or similar.</p> <p>Transmission with omission of either আমরা সেখানে যক্ষ পৌঁছাবার আগে যক্ষ ছায়াছবিটি যক্ষ আরম্ভ যক্ষ হয়ে যাবে such as:</p> <ul style="list-style-type: none"> আমরা সেখানে যাওয়া আগে ফিল্ম শেষ হয়ে যাবে or similar <p>-----</p> <ul style="list-style-type: none"> Complete transmission with three / four spelling errors which does not affect communication such as: আমরা সেখানে পছার আগে পিল্মটি শুরু হয়ে জাবে। or similar. 	<ul style="list-style-type: none"> Transmission is :totally out of context / does not make sense at all such as: আমরা ছবিটা শেষ করে যাবো or similar
	Com: = 2 marks	Com = 1	Com = 0
(d)	<ul style="list-style-type: none"> He held me up by almost an hour and a half সে আমাকে প্রায় দেড় ঘন্টা আটকে/ ধরে/ বসিয়ে রেখেছিলো। Complete transmission with accurate language, such as: সে আমাকে প্রায় দেড় ঘন্টা আটকে রেখেছিলো। or similar <p>-----</p> <ul style="list-style-type: none"> Complete transmission with minor spelling errors (one or two), such as: সে আমাকে পায় দের ঘন্টা আটকে রেখেছিলো। or similar. 	<p>Complete transmission with major spelling errors, (three or four) which does not affect communication such as: সে আমাকে পায় দের গনটা আটকে রাখেছিলো। or similar.</p> <ul style="list-style-type: none"> Transmission with omission of either সে or আমাকে or প্রায় or দেড় ঘন্টা or বসিয়ে/আটকে or রেখেছিলো such as: আমাকে প্রায় দেড় ঘন্টা বসিয়ে রেখেছিলো। or similar 	<ul style="list-style-type: none"> Transmission is :totally out of context / does not make sense at all such as: সে তোমার কথা বলেছিলো or similar

	Com: = 2 marks	Com = 1 mark	Com = 0
(e)	<ul style="list-style-type: none"> “Get ready and assemble in the play ground now,” the coach ordered. কোচ আদেশ দিলেন, “এখনই তৈরী হয়ে খেলার মাঠে সমবেত /জড়ো একত্রিত হও।” Complete transmission with accurate language, such as কোচ আদেশ দিলেন, “এখনই তৈরী হয়ে খেলার মাঠে জড়ো হও।” or similar Complete transmission including the speech mark and with minor spelling errors, (one or two) such as: কচ আদেশ দিলেন, “এখনই তৈরী হয়ে খেলার মাঠে জড়ো হও।” or similar. 	<p>Complete transmission without speech mark and other punctuation marks such as: কোচ আদেশ দিলেন এখনই তৈরী হয়ে খেলার মাঠে জড়ো হও or similar.</p> <p>Transmission with omission of either কোচ ষক্ষ আদেশ দিলেন ষক্ষ এখনই or তৈরী হয়ে or খেলার মাঠে ষক্ষ জড়ো হও such as: কোচ বললেন, তৈরী হয়ে খেলার মাঠে এসো or similar</p> <p>-----</p> <ul style="list-style-type: none"> Complete transmission with three / four spelling errors which does not affect communication such as: কচ আদেশ দিলেন এরনই তৈরী হয়ে খেলার মাঠে জর হও or similar. 	<ul style="list-style-type: none"> Transmission is :totally out of context / does not make sense at all such as: আমরা কোচে করে খেলার মাঠে যাবো or similar

Marking Grid for Q1 4BEO-01 January 2012

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. So, 0 mark would automatically lead to a 0 mark for Quality of language.

	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. 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. So, 0 mark would automatically lead to a 0 mark for Quality of language.

Bengali Translation of Q2

মঞ্চাভিনয়/থিয়েটার বাংলাদেশে এক আড়ম্বর ঐতিহ্য যা এদেশের বহুজাতিক জনগন ও তেঁতে প্রতিফলিত হয়। প্রচলিত লোকভিত্তিক নাটক যেমন যাত্রা নাটকগুলো ওদের জনপ্রিয়তা তেঁ রেখেছে। নাট্য সংস্থাগুলোকে শহর ও গ্রামাঞ্চলে আধুনিক উপায়ে প্রচার/ প্রসারেও ওগুলো প্রেরণা জুগিয়েছে।

প্রথম বিশ্বযুদ্ধের পর এক্ষেত্রে অনেক পরিবর্তন এসেছে। ঐ সময়ে যাত্রা নাটকগুলো দেশপ্রেম ও জাতিয়তাবোধে উদ্বুদ্ধ হয়েছে। ১৯৪০ দশকের শেষার্ধ্বে মহিলারা যাত্রা নাটকে অভিনয় করতে শুরু করলেন যেসব চরিত্রে কেবলমাত্র পুরুষরাই একচেটিয়া অভিনয় করতেন।

১৯৭০ দশক থেকে বেসরকারী সংস্থাগুলো মঞ্চাভিনয়ের অগ্রগতিতে এক গুরুত্বপূর্ণ ভূমিকা পালন করেছে। ভূমিহীনতা, ঋণ ও শোষণের বিরুদ্ধে আন্দোলনে লোকজনের সমস্যা বিশ্লেষণ, বিবেক ও আত্মবিশ্বাস জাগানোর জন্য ওরা নাটকের মধ্য দিয়ে নিয়েছে। মঞ্চাভিনয়কে ঐ সময়ে দেশের সেসব লোকজনের সঙ্গে যোগাযোগের সর্বাপেক্ষা ফলপ্রসূ হাতিয়ার হিসেবে বিবেচনা করা হয় যাদের বেশির ভাগ অশিক্ষিত এবং যারা অবাধ ও মুক্ত গন মাধ্যমগুলোর সুযোগ থেকে বঞ্চিত।

বাংলাদেশের নাট্যগোষ্ঠীগুলো সমাজের অবাঞ্ছিত লোকজনের দুর্দশা ও আশা-আকাঙ্ক্ষাকে প্রত্যক্ষ তুলে ধরার ক্ষেত্রে উল্লেখযোগ্য ভূমিকা রেখেছে। সাম্প্রতিক বছরগুলোতে বাংলাদেশ এক ‘প্রগতিশীল মঞ্চ’ প্রতিষ্ঠা করতে সক্ষম হয়েছে, যা বার্তা-বহুল নাট্য আন্দোলন থেকে অধিকতর সহজাত ‘গন নাট্যগোষ্ঠী’ তে পরিণত হয়েছে।

মঞ্চাভিনয়/থিয়েটার হচ্ছে বাংলাদেশের লোকজনের জন্য জীবনের সমারোহ। তবে জীবন সংঘর্ষের মতো এতেও বাধা-বিপত্তি আছে। মানুষ তথাপি যথাসাধ্য শক্তি সঞ্চয় করে সামনে এগোয় এবং মঞ্চাভিনয়/থিয়েটার চিরকালই তাদের কাছে রোমাঞ্চকর বিবেচিত হয়।

Question 3

Translation of Q 3 January 2012

Zami was used to seeing the boy every day in front of the Teacher Student Centre of Dhaka University. A thin little boy with black hair. He was probably about ten years old. However, due to years of under-nourishment, he looked much smaller. His poverty was visible in his sad face and his half-torn dirty shorts. "A Taka, Sir. Give me a Taka, Sir?" Zami was quite familiar with this voice. Whenever Zami and his friends sat on the yard in front of the library after their classes, he would come running.

Today Zami and his friends were in a good mood. "Hey boy, come here." They started asking him various questions. What emerged was quite pitiful. The boy didn't know where his parents were, nor did he remember them very well. He was abandoned on the streets of Dhaka as a small child. Now he lived in a road-side slum and survived by begging. Everybody in the slum called him Shazu. "Do you have a dream?" asked Zami. "Yes, I do," he replied, nodding his head. His dreams were not very lofty: a plateful of rice, big pieces of meat and sweets. Zami was surprised. "Is that all? Come with me." Holding his hand, Zami proceeded towards the restaurant at the rear of the University.

Was this a dream? Ten minutes later Shazu found himself sitting on a bench in a restaurant. On the table were bowls full of rice, chicken and fish curries. Aah! Were these all for him? He tucked into the tasty food and continued eating to his heart's content. If only he could have a square meal in a friendly environment such as this every day!

Question 4 - Writing (Total: 35 marks)

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

	Communication and content
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. So, 0 mark would automatically lead to a 0 mark for Quality of language.

	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. So, 0 mark would automatically lead to a 0 mark for Quality of language.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UG030188

January 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

