



Mark Scheme (Results)

Summer 2015

Pearson Edexcel International GCSE
in Bengali (4BE0) Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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

Summer 2015

Publications Code UG040905

All the material in this publication is copyright

© Pearson Education Ltd 2015

General Marking Guidance

- 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.

Q1. Mark Scheme

4BEO/01 June 2015

	Com = 2 marks	Com = 1 mark	Com = 0
(a)	<p>She stepped out of the hotel and quickly hailed a taxi.</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as: মেয়েটি / সে হোটেল থেকে বের হয়ে দ্রুত/তাড়াতাড়ি একটা ট্যাকসিতে উঠলো/ ট্যাকসি থামালো/ডাকলো। or similar. Complete transmission with minor spelling errors (one or two) such as: সে হোটেল তেকে বের হয়ে দুরত একটা ট্যাকসি ডাকলো or similar. 	<p>Complete transmission without punctuation mark/s, such as: মেয়েটি / সে হোটেল থেকে বের হয়ে দ্রুত একটা ট্যাকসি ডাকলো or similar.</p> <ul style="list-style-type: none"> Partial transmission/omission of one word/phrase from the following, মেয়েটি/সে or হোটেল থেকে or বের হয়ে or দ্রুত or ট্যাকসি or ডাকলো such as: সে হোটেল থেকে বের হয়ে একটা ট্যাকসি ডাকলো। or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: সে হোটেল তেকে বেড় হয়ে দুরত একটা ট্যাকসি ডাকলো or similar. 	<ul style="list-style-type: none"> Transmission is: totally out of context/does not make sense at all such as: মেয়েটা বাসের জন্য দৌড়ালো। or similar.
	Com: = 2 marks	Com = 1	Com = 0
(b)	<ul style="list-style-type: none"> May I have another application form for this post, please? Complete transmission with accurate language, such as: (অনুগ্রহ / দয়া করে) এই পদের/কাজের/জায়গার/ স্থানের/পোস্টের জন্য কি আমাকে আরেকটি আবেদন পত্র / দরখাস্তের ফর্ম/দরখাস্ত দেবেন? or similar. Complete transmission with minor spelling errors (one or two) 	<p>Complete transmission without punctuation mark/s, such as: দয়া করে এই পদের জন্য কি আমাকে আরেকটি আবেদন পত্র দেবেন or similar.</p> <ul style="list-style-type: none"> Partial transmission/omission of one word/phrase from the following, (অনুগ্রহ / দয়া করে) or এই পদের or জন্য or আমাকে or আরেকটি or আবেদন পত্র /দরখাস্তের ফর্ম or দেবেন? such as: এই পদের জন্য কি আমাকে আরেকটি আবেদন পত্র দেবেন? or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: দআ করে এই পদের জন্য কি আমাকে 	<ul style="list-style-type: none"> Transmission is: totally out of context/does not make sense at all such as: আমি কোথাও আবেদন করতে চাই না। or similar.

	such as: দয়া করে এই পদের জন্য কি আমাকে আড়েকটি আভেদন পত্র দেবেন? or similar.	আড়েকটি আভেদন পত্র দেবেন? or similar.	
--	---	---------------------------------------	--

	Com: = 2 marks	Com = 1	Com = 0
(c)	What awesome scenery I have viewed this evening! <ul style="list-style-type: none"> Complete transmission with accurate language, such as: এই / আজ/ সন্ধ্যায়/বিকেলো কি অপূর্ব/অভূতপূর্ব / চমৎকার /মনোরম/ দারুণ দৃশ্যই না দেখেছি / দেখলাম! or similar. Complete transmission with minor spelling errors (one or two) such as: আয় সনধ্যায় কি দারুণ দৃশ্যই না দেখলাম! or similar. 	<ul style="list-style-type: none"> Complete transmission without punctuation mark/s, such as: আজ সন্ধ্যায় কি দারুণ দৃশ্যই না দেখেছি or similar. Partial transmission/omission of one word/phrase from the following, আজ or সন্ধ্যায় or কি দারুণ or দৃশ্য/ই or দেখেছি /দেখলাম such as: আজ কি দারুণ দৃশ্যই না দেখলাম! or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: আয় সনধ্যায় কি দারুণ দৃশ্যই না দেখেছি or similar. 	<ul style="list-style-type: none"> Transmission is: totally out of context/does not make sense at all such as: সন্ধ্যায় খাবারটা কি দারুণ হয়েছে! or similar.
	Com: = 2 marks	Com = 1	Com = 0
(d)	The players said, "the coach has decided to postpone the match." <ul style="list-style-type: none"> Complete transmission with accurate language, such as: খেলোয়াড়রা বললো, “কোচ / প্রশিক্ষক/খেলার শিক্ষক খেলা স্থগিত / বন্ধ রাখা / পিছিয়ে নেওয়া স্থির করেছেন/ বন্ধ রাখার সিদ্ধান্ত নিয়েছেন” or similar. 	<ul style="list-style-type: none"> Complete transmission without punctuation mark/s, such as: খেলোয়াড়রা বললো কোচ খেলা স্থগিত রাখার সিদ্ধান্ত নিয়েছেন or similar. Partial transmission/omission of one word/phrase from the following, খেলোয়াড়রা or বললো or কোচ or খেলা or স্থগিত রাখার or সিদ্ধান্ত নিয়েছেন such as: খেলেরা বললো, “কোচ খেলা স্থগিত রাখার সিদ্ধান্ত নিয়েছেন” or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such 	<ul style="list-style-type: none"> Transmission is: totally out of context/does not make sense at all such as: খেলোয়াড়রা বললো, “আমরা জিতবো।” or similar.

	<ul style="list-style-type: none"> Complete transmission with minor spelling errors (one or two) such as: খেলয়াররা বললো, “কোচ খেলা স্বগিত রাখার সিতধান্ত নিয়েছেন।” or similar 	<p>as: খেলয়াররা বললো, “কোছ খেলা স্বগিত রাখার সিতধান্ত নিয়েছেন।” or similar.</p>	
	Com: = 2 marks	Com = 1	Com = 0
(e)	<p>If you have any questions, I'll do my best to answer them.</p> <ul style="list-style-type: none"> Complete transmission with accurate language, such as: যদি তোমার/তোমাদের কোনো প্রশ্ন / জিজ্ঞাসা থাকে, তাহলে (আমি) আমার সাধ্যমতো /যথাসাধ্য/আপুণ/ সবকিছু দিয়ে সেগুলোর উত্তর দেবো। or similar. Complete transmission with minor spelling errors (one or two) such as: যদি তোমার কোনো প্রশ্ন থাকে, তাহলে (আমি) আমার সাদ্যমতো সেগুলোর উত্তর দেবো। or similar. 	<ul style="list-style-type: none"> Complete transmission without punctuation mark/s, such as: যদি তোমার/তোমাদের কোনো প্রশ্ন থাকে তাহলে (আমি) আমার সাধ্যমতো সেগুলোর উত্তর দেবো Partial transmission/omission of one word/phrase from the following, তোমার or কোনো প্রশ্ন /জিজ্ঞাসা or থাকে/থাকলে or (আমি) আমার or সাধ্যমতো or সেগুলোর or উত্তর দেবো such as: তোমার কোনো প্রশ্ন থাকলে, আমি সেগুলোর উত্তর দেবো। or similar. Complete transmission with major spelling errors, (three or four) which does not affect communication such as: তোমার কন প্রশ্ন থাকলে, (আমি) আমার সাদ্যমতো সেগুলোর উত্তর দেবো। or similar. 	<ul style="list-style-type: none"> Transmission is: totally out of context/does not make sense at all such as: আমি কি তোমাকে প্রশ্ন করবো? or similar.

Marking Grid for Q1 4BEO-01 JUNE 2015

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 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.

Question Number	Answer	Mark
2	<p>আমার কাজের জায়গার কাছাকাছি একটা রেস্টুরেন্টে প্রায়ই আমি চা আর হালকা খাবার খেতাম। সম্প্রতি একটা ছোটো ছেলেকে আমার চোখে পড়লো যে সেখানকার খদ্দেরদের সেবা করছিলো। চেহারায নিষ্ঠা ও নিঃসঙ্গতার অভিব্যক্তি নিয়ে সে সকাল-সন্ধ্যা অক্লান্তভাবে কাজ করছিলো।</p> <p>একবার সেখানে গিয়ে ছেলেটার নাম জিজ্ঞেস করতেই ওর সঙ্গে কথা বলার সুযোগ হলো। ছেলেটার নাম রোহান আর ওর বয়স বছর দশেক হবে। অনেক দূরের এক গ্রাম থেকে সে এসেছে জীবিকার সন্ধানে। ওর সম্পর্কে আরও কথা জানতে চাইলাম। তিন ভাইবোনের মধ্যে সে সবার বড়ো। বাবা তাদেরকে ছেড়ে চলে যাওয়ার জন্য চতুর্থ শ্রেণী শেষ করার পর তাকে স্কুল ছাড়তে হলো। পরিবারের সব দায়িত্ব তার ঘাড়ে এসে পড়লো। সে আবার স্কুলে ফিরে যেতে চায় কি না জানতে চাইলাম। সে মাথা নাড়লো। কিন্তু সে এও বললো যে স্কুলে যাওয়ার চাইতে পরিবারকে সাহায্য করাটা তার বেশী প্রয়োজন। আবারও জানতে চাইলাম মায়ের জন্য তার মন খারাপ লাগে কি না। ওর চোখে পানি এলো এবং সেই চোখে আমি গভীর এক হতাশার ছাপ দেখতে পেলাম। তার মায়ের জন্য দুঃখ লাগলো। সংসার চালানোর জন্য ছেলেটাকে কাছছাড়া করে এত দূরে পাঠিয়েছে।</p> <p>রোহানের মতো স্নেহ ও ভালোবাসা থেকে বঞ্চিত লাখ-লাখ ছেলে রয়েছে। এসব ছেলেরা তাদের শৈশব হারাচ্ছে, যথাযথ শিক্ষা থেকে বঞ্চিত হচ্ছে। দারিদ্র্যের কারণে এদের স্বপ্ন বিফল হচ্ছে। আমি নিশ্চিত যে এসব ছেলেদের শিক্ষাদানের কাজে সরকার ও সেবামূলক সংস্থাগুলো এগিয়ে আসবে।</p>	(25)

Question Number	Answer	Mark
3	<p>The demand for the flight engineers are increasing with the increased use of aeroplanes. The Degree of Aeronautical Engineering or Flying a Plane can be completed in two ways. After completing the Secondary School Certificate or O-Levels, one can do the National Diploma or even the Higher National Diploma and then can finally complete the Bachelor's Degree course of Aeronautical Engineering in a year. Alternatively, the Degree of Aeronautical Engineering or Flying a Plane can be achieved directly after completing the four years course followed by Higher Secondary Certificate or A-Level.</p> <p>These courses are suitable for Bangladeshi students as the cost is less and can be completed in a short period of time. During the course there are opportunities for credit transfer. Bangladesh Technology & Engineering University has facilitated many of these internationally standard courses recognised by the universities in different countries. This institution has twenty four hours electricity supply, multimedia classrooms and a library. It also has science laboratories, trained teachers and foreign specialists.</p> <p>There is a job guarantee in any airline if you succeed from here. However, to succeed in these jobs, you need patience and honesty alongside the work skills. Besides, a well built body structure and smart appearance are the special qualities in this profession. However, the main attraction is the opportunity to travel world wide. Also, it gives opportunities to work with other airlines and its high salaries can make people from other professions jealous.</p> <p>As in other years, the career fair arranged by the Engineering University this year was very crowded by the young generation. The display was enjoyable to them. Particularly many teenagers were influenced by the challenging information about the pilot and flight engineer. Whoever possesses the desire to fly up in the sky from their childhood, could fulfil it by accessing this exciting / thrilling profession.</p>	(25)

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.

	Communication and content
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.

Language specific expectations from candidates on each essay

Q4(a) Obesity at a young age

Candidates are expected to:

- understand the concept of obesity
- express opinion/s on being obese at a young age
- analyse the consequences of obesity
- find a way forward to a changed lifestyle

Q4(b) My dream home

Candidates are expected to:

- understand the concept dreams and reality
- express choice of houses giving reasons
- future aspirations and having an ideal home
- find ways to realise the aspiration

Q4(c) An ideal holiday destination

Candidates are expected to:

- understand the concept dreams and reality
- express choice of houses giving reasons
- future aspirations and having an ideal home
- find ways to realise the aspiration

Q4(d) Ways of improving the environment in your area

Candidates are expected to:

- understand the concept local environment
- make a comparison of good and bad environment
- discuss the consequences of bad environment
- find a way forward to improving local environment