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## Mark Scheme (Results)

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## 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.

## Paper 1 marking principles for Sections A and B

### Candidate responses

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.
- There are no marks for quality of language in this paper, so errors and omissions in spelling and grammar will be tolerated as long as they do not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

### Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: *It's cheap/affordable*.
- Where appropriate, responses are separated with 'AND' for compulsory answers and 'OR' for possible answers.
- Any parts of an answer that are not essential are bracketed, for example: *Q: What did he study? A: (He studied) Maths*.
- Candidates are likely to write variants on the acceptable answers listed, and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

**Paper 1: Reading, Writing and Translation mark scheme**

**Section A**

Question number	Answer	Mark
<b>Example:</b>	G	
<b>1(a)</b>	M	<b>(1)</b>
<b>1(b)</b>	D	<b>(1)</b>
<b>1(c)</b>	J	<b>(1)</b>
<b>1(d)</b>	I	<b>(1)</b>
<b>1(e)</b>	H	<b>(1)</b>
<b>1(f)</b>	A	<b>(1)</b>

Question number	Answer	Mark
<b>Example:</b>	Zami	
<b>2(a)</b>	Riaz (1) Zami (1)	<b>(2)</b>
<b>2(b)</b>	Riaz	<b>(1)</b>
<b>2(c)</b>	Saima	<b>(1)</b>
<b>2(d)</b>	Riaz (1) Zami (1)	<b>(2)</b>
<b>2(e)</b>	Saima	<b>(1)</b>
<b>2(f)</b>	Zami	<b>(1)</b>

Question Number	Answer	Accept	Reject	Mark
<b>3 (a)</b>	বিমান চালক/ বৈমানিক হওয়ার	পাইলট, বিমান চালানো	গাড়ির চালক	<b>(1)</b>
<b>3 (b)</b>	অঙ্ক <b>(1)</b> <b>AND</b> পদার্থবিজ্ঞান <b>(1)</b>	ম্যাথস ও ফিজিক্স	ইংলিশ/সায়েন্স জিসিএসই	<b>(2)</b>
<b>3 (c)</b>	স্লাইং স্কুলে/একাডেমী	শিক্ষানবিশ বৈমানিক	শিক্ষক/শিক্ষানবিশ	<b>(1)</b>
<b>3 (d)</b>	পুরুষ সহকর্মীদেরকে <b>(1)</b> <b>AND</b> বাবাকে	কলিগদের	কর্মচারী	<b>(2)</b>
<b>3 (e)</b>	প্রথম হয় ক্লাশে	ক্লাশের সবার ওপরে/দলনেতা	ফেল করে	<b>(1)</b>
<b>3 (f)</b>	সুস্থ/সবল	সুঠাম	দুর্বল/শারীরিকভাবে	<b>(1)</b>
<b>3 (g)</b>	প্রথম অফিসার হয়	ফাস্ট কর্মকর্তা	কর্মচারী	<b>(1)</b>
<b>3 (h)</b>	মেডেল <b>(1)</b> <b>AND</b> বিমান চালনার লাইসেন্স <b>(1)</b>	পদক  পাইলট লাইসেন্স	টাকাপয়সা ড্রাইভিং লাইসেন্স	<b>(2)</b>
<b>3 (i)</b>	বিমান সম্বন্ধে চলচ্চিত্র দেখে	ফিল্ম	বই পড়ে	<b>(1)</b>

Question Number	Answer	Accept	Reject	Mark
<b>4 (a) (i)</b>	(উঠোনের) খেজুর গাছ <b>(1)</b>	খেজুর গাছ	গাছ	<b>(2)</b>

	<b>AND</b> খেজুরের রসের গন্ধ তাঁকে কাব্য করতে উৎসাহ দিতো (1)	কবিতা লিখতে	গান করতেন	
<b>4 (a) (ii)</b>	চিত্রকর হতে চাইতেন (1) <b>AND</b> চিত্রকরের (ছবি আঁকা) দেখে (1)	আঁকিয়ে আঁকতে পছন্দ করেন	গায়ক/নায়ক/নট	<b>(2)</b>
<b>4 (a) (iii)</b>	যেকোনো তিনটি (শহরটা) বেশ ফাঁকা (1) <b>OR</b> দালান-কোঠা বেশি ছিলো না (1) <b>OR</b> (পাড়ায় পাড়ায়) আস্তাবল ছিলো <b>OR</b> গলি ছিল প্রচুর (1)	বড়ো রাস্তা কম ছিলো  কোনো মোটর গাড়ি ছিলো না	বস্তু  সাইকেল	<b>(3)</b>
<b>4 (a) (iv)</b>	ঘোড়ার গাড়িতে	ঘোড়া	গরু/গাড়ি	<b>(1)</b>
<b>4 (a) (v)</b>	বিদ্যুৎ ছিলো না (1) <b>AND</b> (পাড়ায় পাড়ায়) পানির কল ছিলো না (1)	বাতি/ইলেকট্রিসিটি খাওয়ার পানি/জল	শক্তি	<b>(2)</b>

**Total marks for Q4a=10**

Question Number	Answer	Accept	Reject	Mark
<b>4 (b) (i)</b>	এখন গাছপালা কম/ফুটপাথগুলো ব্যস্ত/ব্যবহুল দোকানপাট (1) <b>AND</b> ছুটিতে গ্রামে দাদাবাড়ি যায়/টাটকা ফল আর তাজা মাছের স্বাদ নেয়/হেঁচৈ করে সময় কাটায় (1)	জনবহুল  গ্রামে গিয়ে পরিবারের সাথে সময় কাটায়	উঁচু উঁচু দালান  বন্ধুদের সাথে	<b>(2)</b>
<b>4 (b) (ii)</b>	প্রযুক্তি লোকজনের জীবনযাত্রার মান বৃদ্ধি করেছে/সুন্দর সুন্দর দালানকোঠা/গাড়ি (1) <b>AND</b> চওড়া রাস্তা তৈরি করতে সাহায্য করা/ আরও বেশি উড়াল সেতু বানানো/ ফেরিওয়ালাদের হটিয়ে পথচারীদের জন্য রাস্তা করে দেওয়া (1)	সময় বাঁচে  দ্রুত চলার রাস্তা/গাড়ির চালকদের জন্য জরিমানা	অন্যান্য যানবাহন ব্যবহার করা	<b>(2)</b>

**Total marks for Q4b=4**

## General guidance on using levels-based mark schemes

### Step 1 Decide on a band

- Examiners should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of

different bands of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the response to help decide the mark within the level. For example, if the response is predominantly in band 4–7 with a small amount of band 8–10 material, it would be placed in band 4–7 but be awarded a mark near the top of the band because of the band 8–10 content.

## **Step 2 Decide on a mark**

- Once you have decided on a band, you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met in that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

## Assessment Criteria

### Question 5 (14 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 80 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 5: communication and content mark grid

Mark	Descriptor
0	<ul style="list-style-type: none"><li>• No rewardable material</li></ul>
1-2	<ul style="list-style-type: none"><li>• Limited ability to use language to narrate and describe people, events and ideas; communication of information is occasionally successful</li><li>• Repetitive use of a limited selection of common words and phrases; limited use of appropriate register and style</li></ul>
3-5	<ul style="list-style-type: none"><li>• Some successful use of language to narrate and describe people, events and ideas; communication of relevant information is sometimes successful</li><li>• Some successful but repetitive use of common, familiar vocabulary; some use of appropriate register and style</li></ul>
6-7	<ul style="list-style-type: none"><li>• Successful use of language to narrate and describe people, events and ideas; communication of information is often successful</li><li>• A range of familiar and less common vocabulary and expression is evident; mostly appropriate use of register and style</li></ul>

### Additional guidance

Register and style definition – language used is at a suitable level of formality for the purpose of the task and, where appropriate, the target audience.



### Question 5: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	<ul style="list-style-type: none"><li>• No rewardable material</li></ul>
1-2	<ul style="list-style-type: none"><li>• Produces individual words and set phrases</li><li>• Limited accuracy in use of straightforward grammatical structures, limited success in referring to past, present and future events; regular errors prevent meaning being conveyed</li></ul>
3-5	<ul style="list-style-type: none"><li>• Produces simple, short sentences, which are sometimes linked</li><li>• Some accurate use of straightforward grammatical structures, occasional success in referring to past, present and future events; sometimes errors prevent meaning being conveyed</li></ul>
6-7	<ul style="list-style-type: none"><li>• Produces some more complex sentences with some appropriate linking</li><li>• Mostly accurate use of straightforward grammatical structures, some success in referring to past, present and future events; occasionally errors prevent meaning being conveyed</li></ul>

#### Additional guidance

**Complex** language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

**Errors:** The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message, for example consistent mismatching of subject, predicate and parts of speech; incorrect choice of vocabulary; use of spoken language; wrong tense; and spelling errors that change the meaning. For instance, মাতা (mother) and কালো (black) should be considered acceptable but মাথা (head) and কানা (deaf) should not
- errors that convey the wrong message
- mother-tongue interference.

**NB:** these are examples only and do not constitute a finite list.

## Question 6 (26 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains three bullet points that form part of the task. Failure to cover all three bullet points will impact on the marks that can be awarded against the requirements of the communication and content mark grid. In order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

The student is expected to produce 140 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

### Question 6: communication and content mark grid

Mark	Descriptor
0	<ul style="list-style-type: none"><li>• No rewardable material</li></ul>
1-3	<ul style="list-style-type: none"><li>• Communicates brief information relevant to the task with little development</li><li>• Occasional adaptation of language to explain or interest or persuade; straightforward thoughts and ideas are expressed with occasional success</li><li>• Variable use of appropriate vocabulary, register and style; repetitive use of common, familiar language</li></ul>
4-7	<ul style="list-style-type: none"><li>• Communicates information relevant to the task with some development of key points and ideas</li><li>• Some effective adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with some success</li><li>• Some appropriate use of vocabulary, register and style; some different examples of common familiar language</li></ul>
8-10	<ul style="list-style-type: none"><li>• Communicates information relevant to the task with development of key points and ideas</li><li>• Effective and sometimes creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed successfully</li><li>• Appropriate use of vocabulary, register and style; some examples of uncommon language</li></ul>
11-13	<ul style="list-style-type: none"><li>• Communicates information relevant to the task with consistent expansion of key points and ideas</li><li>• Creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with flair</li><li>• Consistently appropriate use of vocabulary, register and style throughout; a wide variety of language is used</li></ul>

### Additional guidance

**Creative language use** – using language in a way designed to create effect and interest. Goes beyond the standard or predictable response.

**Register and style definition** – language used is at a suitable level of formality for the purpose of the task and, where appropriate, the target audience.

## Question 6: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	<ul style="list-style-type: none"><li>No rewardable material</li></ul>
1-3	<ul style="list-style-type: none"><li>Uses mainly straightforward grammatical structures</li><li>Occasional sequences of fluent writing, with occasional extended, linked sentences</li><li>Occasionally accurate straightforward language and grammatical structures; occasionally successful references to past, present and future events; errors occur that sometimes hinder clarity of communication</li></ul>
4-7	<ul style="list-style-type: none"><li>Some variation of grammatical structures, including some repetitive instances of complex language</li><li>Prolonged sequences of fluent writing, with some extended, well-linked sentences</li><li>Generally accurate language and structures; some successful references to past, present and future events; errors occur that occasionally hinder clarity of communication</li></ul>
8-10	<ul style="list-style-type: none"><li>Uses a variety of grammatical structures including some different examples of complex language</li><li>Mostly fluent response, with frequent extended sentences, mostly well linked</li><li>Mostly accurate language and structures; mostly successful references to past, present and future events; errors rarely hinder clarity of communication</li></ul>
11-13	<ul style="list-style-type: none"><li>Uses a wide variety of grammatical structures, including complex language</li><li>Fluent response throughout with extended, well-linked sentences</li><li>Consistently accurate language and structures; consistently successful references to past, present and future events; few or no errors that hinder the clarity of the communication</li></ul>

### Additional guidance

**Complex** language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

**Straightforward** grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures.

**Errors:** students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect the meaning, for example incorrect use of a pronoun where there is no confusion as to whom the pronoun refers; incorrect arrangement of words that does not hinder clarity; occasional use of spoken language that does not affect the meaning; incomplete sentences that convey the intended message.
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

**NB:** these are examples only and do not constitute a finite list.

## Paper 1 Marking Principles for Section C

Mis-spelling is tolerated as long as it does not lead to ambiguity, e.g. *drought* misspelled as *drowght* would be acceptable but misspelled as *draught* would be unacceptable as this would lead to ambiguity.

Students are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if a Bangla speaker would understand the translation without having understood the text in its original language.

Question Number	Text	Correct answer	Acceptable answers	Reject	Mark
7	Recently in Bangladesh	সম্প্রতি বাংলাদেশে	কিছুদিন আগে	অনেকদিন আগে	(1)
	Was formed by a group of young men and women	একদল যুবক ও যুবতি গড়ে তোলে	তরুণ ও তরুণীর দল	বয়স্ক লোকজন	(1)
	The National Youth Advisory Board	জাতীয় উপদেষ্টা বোর্ড	ন্যাশনাল ইয়ুথ	জাতীয় চলচ্চিত্র বোর্ড	(1)
	They in local schools	তারা স্থানীয় স্কুলগুলোতে	বিদ্যালয়	সব স্কুলে	(1)
	to young people	কমবয়সী লোকজনকে	কিশোরদের	বৃদ্ধদের	(1)
	help for future jobs.	ভবিষ্যতের চাকরী লাভে সহায়তার জন্য	ভবিষ্যতে কাজ পাওয়ার জন্য	প্ল্যান	(1)
	to carry out different activities	বিভিন্ন কার্যক্রম চালিয়ে যাওয়ার	কাজকর্ম করার	প্রচার	(1)
	have taken the initiative	উদ্যোগ নিয়েছে।	পদক্ষেপ নিয়েছে	বন্ধ করেছে	(1)
	Thousands of young people	হাজার হাজার কমবয়সী লোকজন	অল্পবয়সী	লাখ লাখ	(1)
	are receiving essential skills	প্রয়োজনীয় দক্ষতা লাভ করছে।	প্রশিক্ষণ পাচ্ছে	দিচ্ছে	(1)
	to help them to gain employment,	তাদের চাকরী পাওয়ার জন্য	চাকরীর সংস্থানে	বেকার ভাতা পাওয়ার জন্য	(1)
	such as interview techniques	যেমন, ইন্টারভিউ কৌশল	সাক্ষাৎকার	যোগাযোগ	(1)
	in a competitive job market	প্রতিযোগিতামূলক চাকরীর বাজারে	কাজের জগতে	বেকারের তালিকায়	(1)
to secure a position	পদে টিকে থাকার জন্য	কাজের স্থায়ীত্বলাভে	বরখাস্ত	(1)	
	This will give them better opportunities	এটা তাদের আরও ভালো সুযোগ করে দেবে।	তারা বেশি ভালো সুযোগ পাবে।	চাকরী হারানো	(1)
	Young people are	কমবয়সী লোকজন	তরুণ-তরুণী	সব লোকজন	(1)
	from traditional manual labour jobs	প্রথাগত শারীরিক পরিশ্রমের কাজ থেকে	বের হয়ে	চুকে গিয়ে	(1)
	to move away	সরে গিয়ে	প্রচলিত দৈহিক কাজ	মানসিক কাজ	(1)
	to more highly skilled jobs	উচ্চ দক্ষতাপূর্ণ	দক্ষতাসম্পন্ন	অদক্ষতার কাজ	(1)

	কাজের প্রতি			
raising their aspirations	তাদের উচ্চাকাঙ্ক্ষা	উচ্চাশা বাড়াচ্ছে	কমেছে	<b>(1)</b>

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