



Examiners' Report

Principal Examiner Feedback

November 2021

Pearson Edexcel International GCSE

In Bangla (4BA0)

Paper 01: Reading, Writing, and Translation

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Introduction

The paper comprises three main sections: Section A is mainly reading and responding to a variety of tasks. Section 2 comprises the guided writing tasks to a variety of topics. The last section C is a short translation task from English into Bengali. Students had every opportunity to respond to a variety of tasks in each section. Some key words and phrases helped to discriminate between good and adequate performances of students. Also, several outstanding pieces of translations including examples of continuous pieces of writings were evident from a good number of responses.

Section A: Reading

Question 1

Most students responded to this task very well and scored full marks except for 1(c) and 1(d). It was because these students misinterpreted the correct responses with distractors.

Candidates were provided with twelve words in a box plus one example (so 13). They were asked to drop the correct letter from that box into the answer grid below to indicate which word would best fit in the gap as well as making the statement logically correct. Distractors were provided to fit more than one option. Most students responded to this task very well and scored full marks except for 1(d). It was because some students misinterpreted the correct response with distractors. However, it was very pleasing to see that candidates answered successfully all 6 gaps to a greater extent. The average score for this question was **5**.

Question 2

Students were provided with three paragraphs, speech bubbles with 'talking head' and a grid referring to the speakers' names on one axis and short descriptions along the other. The students were asked to match the statements to the correct named person(s) by marking the appropriate match of the statements to the correct named person(s). It was pleasing to see that most frequent correct answers given were 2A, 2B, 2C, 2D, 2C, E, and 2G. However, a handful of students were not able to understand the phrase 'made in foreign countries' in 2d; also, quite a few students were not able to relate 'non-uniform' with 'fund raising' and so lost 2 marks there. The average score for this question was **6**.

Question 3

The students were required to complete the gaps of sentences of 3 (a-j) with correct words or phrases. Most students achieved the maximum marks in three questions. However, several students misinterpreted Qu3(d), Qu3(f) and Qu3(j) due to lack of precision. Several students were mistaken writing number of students instead of identifying 'producing piece of artwork' and so lost 1 mark in Qu3(d). Similarly, some students misinterpreted Qu3(f) by responding to 'creativity' instead of 'gaining leadership skills' or the 'idea of promoting Bangla culture' and so lost 1 mark there. In Qu3(j) a number of students responded 'art gallery' whereas the correct answer was 'young artists'. The average score for this question was **9**.

Question 4

Q4(a) is based on a writers' childhood aim, career, and changes of profession later followed by a set questionnaire. **Part (a)(i-j)** comprises short answer questions (SAQs) on the text. Although the levels of demand are similar, Q4a(iv) posed difficulty for some students to infer the key idea of the writer's decision in changing his profession. This part of the question was of a high-level demand. So average students misinterpreted the response and came up with different responses without understanding the text and so lost 1 mark there. On occasions some students totally lifted the sentences word for word without understanding, and so scored no marks there. Also, in Qu4a(vi), which is also a high-level demand task comprising two responses for 2 marks. Unfortunately, less able students came up with a single answer and so lost 1 mark there. Some students even scored 0 because of responding wrong answers. The average score for this question was **8**.

Q4(b)

The text was a follow up of the content of the text in 4(a). The text comprises a discussion between two friends about on how the career switch can bring in development in the rural agriculture and a way forward. The students were asked to read, understand, infer the outcomes of the discussion, and summarise the main points of their discussion. The most frequently correct inferential answers given in response to 1st part of 4(b) A handful of students were not able to correctly respond parts of 4b(ii) because of being unsuccessful to identify the key messages; lifting a chunk from the targeted paragraph without even understanding the focus of the task. So, they scored 0 marks on this part of 4(b). The average score recoded on Q4b was **3**.

Section B: Writing

Question 5

The task was about writing a paragraph on **holidays**. Most students performed well and were able to use the 4 words or phrases given in the task and scored good marks. These stimuli had helped average students to link all areas. Only a few less able students were unable to respond to all tasks fully as good as they should be due to a lack of skills of sentence structure and grammar and so they scored comparatively lower marks. Few students missed out pinpointing an exciting memory from a holiday or sometimes a reference to planning for a holiday. Few students missed out to refer the **importance of holidays** and the feeling associated with that. Candidate should be aware that it is mandatory to refer all four key points with at least two-time frames to secure marks in the top band. It is also desired that candidates read each stimulus carefully so that they do not miss out any part of the points.

Question 6

Question 6(a-c) were about narrative tasks based on 3 bullet points on each task. The candidates had a choice of one response from three for this question. These narrative writing were on different topics and contents. **Q(6a)** is a newspaper article on **Impact of the city lifestyle on the local environment**; Q6(b) is a **response to a friend's email invitation on his/her birthday party** and (Q6c) is **writing a blog about Impact of homework on students' learning**. The candidates successfully narrated their chosen topic with a range of vocabulary. Most candidates used straightforward language with extended well-linked sentences, referencing the bullet points. Most of the responses were highly informative and well-structured with a few or no errors that hinder the clarity of the communication. A good range of marks was obtained.

It also appeared that many candidates have chosen Q6(b) over Q6(a) and Q6(c). Q6c was the least chosen by the candidates. Several students seemed not to capture the two sub-parts of the second bullet point (last exam and homework club) of the second bullet point from Q6(c). Quite a few numbers of candidates could not respond properly to the first bullet point for Q6(a) where they were expected to comment on recent changes in the life of city dwellers and justifying that. Again, candidates should respond to all three bullet points to secure good marks in this question and should carefully read the expectation in each point. There was a requirement of an anticipation of facts, good flow, analysis of points of view and opinion/s. Unfortunately, it was not evident amongst average students in general. On a few occasions, responses were mainly descriptive. Also, not very many students used high level vocabulary or idiomatic phrases or expressions. The manipulation of languages was often considerably basic. The use of syntax and wrong use of verb forms, mismatching of verb endings gave the amount of common spelling errors highlighted. Some students ignored or did not notice this instruction in the question paper on this

question. Only a small number of the students had written essay less than the required number of words, the quality and the required relevant information being considered; that resulted them in scoring lower marks. So, they scored less marks than expected. On the other hand, students who fulfilled these criteria and displayed a coherent piece of writing containing a variety of structures and a range of vocabulary, obviously scored the top range marks.

Section C: Translation

Question 7

This question was to translate a short English passage into Bangla. Many of the candidates achieved good marks in this question in this series. There were a few miscommunications due to their unfamiliarity of the Bengali vocabulary of the English words used in the text. For example, 'innovative', 'facilitates', 'global', 'raise', 'fruitful', 'fair election' etc. Most of the candidates found some of the phrases such as 'Bangladesh Youth Parliament', 'leadership skills', 'protection of Sundarbans', 'urban developments' challenging. The spelling errors also often hindered their transmission. However, the average marks scored was 14

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