

Examiners' Report/  
Principal Examiner Feedback

Summer 2013

International GCSE Bengali (4BE0)  
Paper 01

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## General comments

A good proportion of candidates performed well and scored high marks in the paper. The demand of the paper is generally comparable with the June 2012 paper. However, the overall candidates' performances this season were slightly lower than last year.

Candidates had every opportunity to produce good and proper translations. Some key words and phrases helped to differentiate between good and adequate performance of the candidates. Also a number of outstanding pieces of translations including examples of continuous pieces of writings were evident from a number of responses.

### Question 1

It is quite pleasing to see that almost all candidates were able to translate all five sentences though at varied level where they were tested on specific grammar points. Some candidates were able to translate all 5 sentences without difficulty. However, less able candidates struggled due to lack of understanding tense concept. It was also evident that less able candidates struggled to translate '*at least*' and '*motionless*' in 1b; '*almost*' in 1c; '*planned*' and '*now*' in 1d and '*perhaps*' in 1e. This has resulted them to score low marks than expected.

### Question 2

The passage was about a young boy called Riaz who was going back home after work. A large number of candidates found this passage very accessible to answer almost correctly and coherently. As a result, they scored very good marks. Only a small number of candidates struggled to transmit the correct meaning of words such as '*respective*', '*panic-stricken*', '*downpour*', '*nauseous*' and '*squashed*' etc. Instead, they used their transliteration. However, the majority of the candidates had scored marks higher than the exam in the previous year on this question.

### Question 3

The passage was about accessing the commercial education in Bangladesh. The majority of the candidates were able to transmit the passage without any difficulty except that only a small minority had struggled to transmit fully. A few weaker candidates used either completely wrong meaning or transliteration of phrases such as '*pesha*', '*babosthapon*', '*karigori*', '*banij-jik*', '*pothigoto*', and '*baboharik*' etc.

#### **Question 4**

The essay options 4b, and 4c were well responded by most candidates. The option 4c was attempted by most candidates. Only a small number of candidates had attempted question 4a and 4d. The more able candidates were able to put their view points, feelings, and thoughts coherently and sequentially and hence they scored good mark. Only a very small minority of the candidates had written essay less than the required number of words, the quality and the required relevant information being taken into account; that made them score lower marks.

There was a requirement of an anticipation of facts, good flow, analysis of point of views and opinions. Unfortunately, it was not evident amongst candidates in general. On average, the responses were mainly descriptive. Also not very many candidates used high level vocabulary or idiomatic phrases or expressions. The manipulation of languages was very basic on occasions. The use of syntax and wrong use of verb forms, mismatching of verb endings gave the impression as if it was the second language for a number of candidates, so they scored less than expected. On the other hand, candidates who fulfilled these criteria and displayed a coherent piece of writing obviously scored the top range marks.

#### **Conclusion**

On the whole, this paper appeared to be fair and well balanced. The overall performance of candidates showed that the standard of literacy including the transmission skills to and from the target language has though improved on occasion, candidates' performances on average were not as good as expected due to their lack of good grasp of a range of structures and phrases, manipulation of tense concepts and time frames, common spelling errors and knowledge of grammar. Also, a wide display of transliterated words / phrases was evident in the candidates' performances across the board.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwant to/Pages/grade-boundaries.aspx>

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