

**IGCSE**

Bengali

Specification

**Edexcel IGCSE in Bengali (4BE0)**

First examination 2011

Issue 2



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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

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## Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in Bengali is designed for use in schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

### Key subject aims

The aim of the IGCSE in Bengali is to provide a framework for the development of written and transmission skills combined with the practical application of grammar of the target language. Transmission skills are defined as transfer of meaning and translation skills.

The Edexcel IGCSE in Bengali enables students to:

- understand the written forms of Bengali within defined contexts
- communicate effectively in Bengali, through writing skills, using a range of vocabulary and structures
- develop knowledge and understanding of the grammar of Bengali and its practical application
- develop transmission skills from English into Bengali and from Bengali into English
- develop positive attitudes to language learning
- build a suitable foundation for further study of Bengali.

## About this specification

### Key features and benefits of the specification

Key features and benefits are:

- a list of defined topics on which the examination will be based
- clear guidance on language-specific grammar points
- uniform assessment criteria on which teachers can base their teaching.



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## Specification at a glance

This Edexcel IGCSE in Bengali qualification has one externally assessed examination paper.

Paper 1	Paper code: 4BE0/01
<ul style="list-style-type: none"><li>Externally assessed</li><li>Availability: January and June series</li><li>First assessment: June 2011</li></ul>	
<p>Overview of content:</p> <ul style="list-style-type: none"><li>this qualification enables students to gain an accurate understanding and appreciation of Bengali.</li></ul> <p>Students will develop:</p> <ul style="list-style-type: none"><li>competence in reading and writing in Bengali</li><li>competence in translating from English into Bengali and from Bengali into English with accuracy, employing a broad range of vocabulary and idiomatic expressions, adopting an appropriate formal style and tone.</li></ul>	
<p>Overview of assessment:</p> <ul style="list-style-type: none"><li>this qualification is assessed through a 3-hour examination paper set and marked by Edexcel</li><li>the total number of marks available is 100</li><li>the paper is a question and answer booklet and all questions in the paper are compulsory</li><li>the paper will consist of <b>four</b> questions:<ul style="list-style-type: none"><li>question 1 (15 marks): translate sentences in English into Bengali</li><li>question 2 (25 marks): translate a passage in English into Bengali</li><li>question 3 (25 marks): translate a passage in Bengali into English</li><li>question 4 (35 marks): writing an essay in Bengali (students have to write an essay on <b>one</b> of four subjects given)</li></ul></li><li>dictionaries must not be used in the examination.</li></ul>	





# Qualification content

## Knowledge and understanding

This Edexcel IGCSE in Bengali requires students to demonstrate knowledge and understanding of:

- applying grammatical rules with accuracy
- appropriate formal style and tone in the target language
- language conventions such as correct punctuation and accuracy in spelling
- the grammatical system and a range of structures.

## Skills

This Edexcel IGCSE in Bengali requires students to demonstrate application of:

- translating English into Bengali
- translating Bengali into English
- writing essays in Bengali
- flexibility when communicating in writing
- manipulating the language accurately to organise facts and ideas, and to present explanations, opinions and information in writing.



# Paper 1

## Overview of content

This qualification enables students to gain an accurate understanding and appreciation of Bengali.

Students will develop:

- competence in reading and writing in Bengali
- competence in translating from English into Bengali and from Bengali into English with accuracy, employing a broad range of vocabulary and idiomatic expressions, as well as adopting an appropriate formal style and tone.

## Overview of assessment

- This qualification is assessed through a 3-hour examination paper, set and marked by Edexcel.
- The total number of marks available is 100.
- The paper will be a question and answer booklet and all questions in the paper are compulsory.
- The paper will consist of **four** questions:
  - question 1 (15 marks): translate sentences in English into Bengali
  - question 2 (25 marks): translate a passage in English into Bengali
  - question 3 (25 marks): translate a passage in Bengali into English
  - question 4 (35 marks): writing an essay in Bengali (students have to write an essay on one of four subjects given).
- Dictionaries must not be used in the examination.

## Topic areas

All questions will be set in the context of the following topic and sub-topic areas. These topics will enable students and teachers to focus on appropriate vocabulary.

Topic areas	Sub-topic areas
<b>Topic area A</b> Home and abroad	Life in the town and rural life Weather and climate Travel, transport and directions Holidays and tourist information Services (for example telephone, bank, post office) Customs and religion Everyday life and traditions in target language countries and communities
<b>Topic area B</b> Education and employment	Childhood School life and routine Work/careers Future plans

<b>Topic areas</b>	<b>Sub-topic areas</b>
<b>Topic area C</b> House, home and daily routine	Types of home Information about self, family and friends Helping about the house Food and drinks
<b>Topic area D</b> The modern world and the environment	Current affairs and social issues Environmental issues The media (TV, film, radio, newspapers) Information and communication technology (internet, mobile phones, email)
<b>Topic area E</b> Social activities, fitness and health	Special occasions Hobbies, interests, sports and exercise Shopping and money matters Accidents, injuries, common ailments and health issues

## Summary of the specification content

### Grammar

Students are expected to acquire knowledge and understanding of the grammar of Bengali during their course. In the examination they will be required to apply their knowledge and understanding, drawing from the following lists.

### Linguistic structures

#### 1 Nouns: বিশেষ্য

Nouns are naming words: they are used to name things, people, places and so on

নামবাচক বিশেষ্য - উদহরণ- নজরুল, রবিন্দ্রনাথ, লন্ডন, বাইবেল, কোরান, গঙ্গা, হিমালয় ইত্যাদি।

জাতিবাচক বিশেষ্য - গরু, ঘোড়া, মুসলমান, হিন্দু ইত্যাদি।

বস্তুবাচক - সোনা, রূপা, জল, দুধ ইত্যাদি।

সমষ্টিবাচক - সভা, সমিতি, ঝাংক, বাহিনী ইত্যাদি।

গুনবাচক - মায়া, মমতা, দারিদ্র, সুখ, দুঃখ ইত্যাদি।

ক্রিয়াবাচক - ভোজন, দর্শন ইত্যাদি।

Plural forms of nouns

মুসলমানরা, পশুদের, ইত্যাদি।

Cases of nouns and pronouns

Nominative আবুল রোজ স্কুলে যায়। সে ছোট ছেলেমেদের একটা গল্প বলেছিল।

Objective বিনা একটা বাঘ দেখেছিল।

Possessive এটা রামের বই। গরুর দুধ মিষ্টি।

Locative বইটা টেবিলে আছে।

Accusative বাবাকে বাজারে যেতে বল।

#### 2 Articles

Indefinite

মাঠে একটা আম গাছ আছে। আমাকে একটি কলম দাও। নরেনবাবু একজন ভালো শিক্ষক। আমাকে একটা গল্প বল। এক ডজন ডিম কিনবে। এই গ্রামে এক হাজার মানুষ আছে।

Definite

আমি এই বইটা পড়বো। অনেক মাছ আছে এই পুকুরে। পাখিরা আকাশে উড়ছে। ঘোড়াগুলো খুব দৌড়াতে পারে। ফুলগুলি লাল। তোমরা লাইনে দাড়াও।

Gender

ময়ূর/ময়ূরী, সাহেব/মেম ইত্যাদি

হৃদয় আমার নাচেরে আজিকে

ময়ূরীর মত নাচেরে।

### 3 Adjectives

Adjectives are describing words.

Regular adjectives: these agree with the gender and number of the nouns being described.

আমার বাড়ি বড়। এই বইটা খুব মজার।

Irregular adjectives: these are not derived from the same route as the corresponding noun.

এটা লাল।

Position of adjectives: most adjectives come before the noun.

একটা লাল জামা।

Comparative and superlative: adjectives can be used to compare things with each other.

তেনজিং নোরকে হিমালয় পর্বতের উচ্চতম চুড়ায় উঠতে পেরেছিলেন।

শহরে দ্রুততর জানবাহন থাকায় চলাফেরার খুব সুবিধা।

টকটকে লাল ফুল আমার খুব প্রিয়।

Demonstrative adjectives ( এই, এইগুলি ): these adjectives come before the noun and, like other adjectives, they agree with the noun.

এই ছেলেটা, এ সব কাজ আমার ভালো লাগে না।

Possessive adjectives: possessive adjectives show who owns something.

They come before the noun and agree with the noun.

তার বোন একজন শিক্ষিকা। আমার ভাই কলেজে পড়ে।

Gender of adjectives.

বিরহী সাজাহান মমতাজের নামে তাজমহল তৈরী করেছিলেন।

কবু নাময়ী মাকে আমার পুত্র নাম জানাই।

অবশেষে আমার সুন্দরী কন্যা শিউলীর বিবাহ হইল এক জমিদার বংশে।

এক বিশাল বটবৃক্ষের নীচে বসিয়া তাহারা কিছুক্ষন বিশ্রাম করিল।

এই সুন্দর ছেলেটি কে?

Number as an adjective.

আট কিলোগ্রাম চালে পঞ্চাশজন লোক খেতে পারবে।

মনে হচ্ছে সহস্র রজনী কেটে গেছে তবুও তার চোখে ঘুম নেই।

#### 4 Pronouns

Pronouns stand in place of a noun.

সুমন রোজ স্কুলে যায়। সে ভালো লেখাপড়া করে।  
রাজিয়া রোজ দৌড়ায়। সে ভালো সাঁতারও কাটে।  
রমেন বাবু বাস চালান। তিনি আমাদের পাশের বাড়িতে থাকেন।  
আমি ভালোবাসি মোর ধরণীর প্রজাপতিটির পাখা।  
গান গেয়ে তরী বেয়ে কে আসে ওপারে।  
ওরা কাজ করে নগরে বন্দরে।  
নজে-নিজেই অংকটি কর।  
যাহা পাই তাহা চাই না।  
আপনি ঝরিয়া পড়ে বনে বনফুল।  
কেহ গালি দেয়, কেহ করে দূর দূর।  
মা ছেলেকে বললেন, 'তুই আজ আপনা-আপনি খেয়ে নে বাবা!'  
এটা কি বলছো আমি বুঝতে পারছি না।  
ওটি একটা হরীণ।  
তোমাকে যে বইগুলো দিয়েছিলাম সেগুলো কোথায়?  
তাকে খেতে দিয়েছ?  
কার জন্যে এ সব করছো?  
কারা এসেছে বলতো?  
আমার দাদিমা নিজে-নিজে সব কাজ করতে পারেন।

#### 5 Adverbs

Adverbs are used to describe a verb.

তাড়াতাড়ি কর। কখনও মিথ্যা কথা বলিবে না। মৃদুমন্দ বহে সমীরণ। খুব আস্তে কথা বল।

#### 6 Verbs

Verbs are 'doing' words.

The infinitive: this is the verb in its unchanged form, as you will find it in the dictionary, for example:

দেখা, শেষ করা

The present tense.

সূর্য পূর্বদিকে উদিত হয়।  
টিপ্ টিপ্ করে বৃষ্টি পড়ছে।  
পাখি উড়ে।  
শন্ শন্ করে বাতাস বইছে।  
তপ্তী বসে তপ্ত বোনো।

The perfect tense: this is used to talk about something which has happened.

বুলবুলিতে ধান খেয়েছে।  
অধার সন্ধ্যা ঘনিয়ে এল।

The imperfect tense: this is used to:

- describe what things are like in the past
- say what was happening at a given moment
- say what used to happen.

জামান সাহেব আমাদের বাংলা পড়াতেন।

আমি ছেলেবেলা ফুটবল খেলতাম।

The near future tense: this is used to talk about what is about to happen in the future.

আমরা এখন গান শুনব। তুমি কি আজ আমাদের বাড়ি আসবে?

The future tense: this is used to talk about what will happen in the future.

আমি বাজারে যাব।

The imperative: this form of the verb is used to tell somebody what to do — a command or instruction.

তোমাকে সকাল সাতটায় যেতে হবে।

ওষুধটা দিনে তিনবার খাবে।

The present participle.

সুপা। আমরা যখন আকাশ দিয়ে উড়ে যাচ্ছিলাম বিমানের জানালা দিয়ে দেখেছিলাম মেয়ের

## 7 Prepositions

উপরে, নিচে, পাশে, সামনে, পিছনে

For example, up/above/on, below, on the side, in front, at the back.

কাপটা টেবিলের উপর।

বিড়ালটা টেবিলের নিচে।

তুমি আমার পাশে বস।

বাড়ির সামনে বাগান।

বাড়ির পিছনে পুকুর।

তুমি আমার কাছে এস।

কাপটা টেবিলের উপর রাখ।

আমরা গাছের নিচে বসে বিশ্রাম করেছিলাম।

আজ পর্যন্ত তার কোন চিঠি পাইনি।

গাড়িটা ঢাকা পর্যন্ত যাবে।

বিমান লন্ডন থেকে ছাড়বে।

জঙ্গলের ভিতর দিয়ে একটা শরু রাস্তা আছে।

স্কুল ছুটি হবে তিনটার সময়।



## 8 Conjunctions

চল তুমি আর আমি আজ বাজারে যাই।  
এখানকার চিড়িয়াখানায় কালো এবং সাদা ভালুক দেখতে পাবে।  
আমার এই জামাটা পছন্দ হয়েছে কিন্তু আজ বেশী টাকা আনিনি।  
তোমার সাথে দেখা করার ইচ্ছা আছে তবে আজ সময় নেই।  
তুমিতো যাবে না তাহলে আমাদের সিনেমার টিকিট কাটবে কে?

## 9 Number

১এক	২১একশ	৪১একচল্লিশ	৬১একষষ্টি	৮১একাশি
২দুই	২২বাইশ	৪২বিয়াল্লিশ	৬২বাষষ্টি	৮২বিরাশি
৩তিন	২৩তেইশ	৪৩তেতাল্লিশ	৬৩তেষষ্টি	৮৩তিরাশি
৪চার	২৪চব্বিশ	৪৪চুয়াল্লিশ	৬৪চৌষষ্টি	৮৪চুরাশি
৫পাঁচ	২৫পঁচিশ	৪৫পঁয়তাল্লিশ	৬৫পয়ষষ্টি	৮৫পঁচাশি
৬ছয়	২৬ছাব্বিশ	৪৬ছেচল্লিশ	৬৬ছেষষ্টি	৮৬ছিয়াশি
৭সাত	২৭সাতাশ	৪৭সাতচল্লিশ	৬৭সাতষষ্টি	৮৭সাতাশি
৮আট	২৮আটাশ	৪৮আটচল্লিশ	৬৮আটষষ্টি	৮৮অষ্টাশি
৯নয়	২৯উনত্রিশ	৪৯উনপঞ্চাশ	৬৯উনসত্তর	৮৯উননব্বই
১০দশ	৩০ত্রিশ	৫০পঞ্চাশ	৭০সত্তর	৯০নব্বই
১১এগার	৩১একত্রিশ	৫১একান্ন	৭১একাত্তর	৯১একানব্বই
১২বার	৩২বত্রিশ	৫২বায়ান্ন	৭২বাহাত্তর	৯২বিরানব্বই
১৩তের	৩৩তত্রিশ	৫৩তিপ্পান্ন	৭৩তিয়াত্তর	৯৩তিরানব্বই
১৪চৌদ্দ	৩৪চৌত্রিশ	৫৪চুয়ান্ন	৭৪চুয়াত্তর	৯৪চুরানব্বই
১৫পনের	৩৫পঁয়ত্রিশ	৫৫পঞ্চগ্ন	৭৫পঁচাত্তর	৯৫পঁচানব্বই
১৬ষোল	৩৬ছত্রিশ	৫৬ছাপ্পান্ন	৭৬ছিয়াত্তর	৯৬ছিয়ানব্বই
১৭সত্তর	৩৭সাইত্রিশ	৫৭সাতান্ন	৭৭সাতাত্তর	৯৭সাতানব্বই
১৮আঠার	৩৮আটত্রিশ	৫৮আটান্ন	৭৮আটাত্তর	৯৮আটানব্বই
১৯উনিশ	৩৯উনচল্লিশ	৫৯উনষাট	৭৯উনআশি	৯৯নিরানব্বই
২০বিশ	৪০চল্লিশ	৬০ষাট	৮০আশি	১০০একশ

## 10 Quantity

পাঁচ কিলো মাংস দাও।  
এক মগ (গ্লাস) জল দাও।  
তুমি এক কাপ চা খাবে?  
আমি দুটা রুটি খাব।  
এক থালা ভাত। এক বাটি ডাল।  
এখান থেকে কোলকাতা একশ কিলোমিটার দূর।

## 11 Dates and times

১লা বৈশাখ, ২২শে শ্রাবন, ৩রা মাঘ, ৪ঠা কার্তিক, ১০ই পৌষ, পঞ্চমী, ষষ্ঠী, সপ্তমী ইত্যাদি।

Telling the time ঘড়ির সময়

O'clock টা

Example: Now it is 12 o'clock. এখন বারোটো বাজে। এখন একটা বাজে। এখন তিনটা বাজে।

Half past সাড়ে

Example: Now it is half past ten. এখন সাড়ে দশটা বেজেছে।

Am and pm সকাল এবং বিকাল/রাত

Example: it is 5 o'clock in the morning; it is 7.30 pm.

এখন সকাল ৫টা বেজেছে।

এখন সকাল সাড়ে সাতটা বেজেছে।

এখন বিকাল ৫-৩০ বেজেছে।

এখন রাত দশটা বেজেছে।

Quarter to পৌনে

Example: it is a quarter to four (3.45); it is a quarter to six (5.45).

এখন পৌনে চারটা বাজে।

এখন পৌনে ছটা বাজে।

Quarter past সওয়া

Example: It is a quarter past six (6.15); it is a quarter past eleven (11.15).

এখন সওয়া ছটা বেজেছে।

এখন সওয়া এগারোটা বেজেছে।

xx minutes past বেজে

Example: it is ten minutes past ten (10.10); it is five minutes past twelve (12.05).

এখন দশটা বেজে দশ মিনিট হয়েছে।

এখন বারটা বেজে পঁচ মিনিট হয়েছে।

xx minutes to বাজতে

Example: it is ten minutes to four (3.50); it is twenty minutes to eight (7.40).

এখন চারটে বাজতে দশ মিনিট বাকি আছে।

এখন আটটা বাজতে বিশ/কুড়ি মিনিট বাকি আছে।

## 12 Months and seasons

বাংলা মাসের ও ঋতুর নাম

মাস - (বৈশাখ জ্যৈষ্ঠ) (আষাঢ় শ্রাবণ) (ভাদ্র আশ্বিন)  
(কার্তিক অগ্রহায়ণ) (পৌষ মাঘ) (ফাল্গুন চৈত্র)

ঋতু-	গ্রীষ্মকাল	বর্ষকাল	শরৎকাল
	হেমন্তকাল	শীতকাল	বসন্তকাল

## Assessment criteria

Assessment criteria reflects the standard expected for IGCSEs. It will not be necessary, therefore, for students to perform ‘perfectly’ in order to attract the highest marks available in each assessment criteria grid.

### Major errors

For example, the consistent mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

### Minor errors

For example, the occasional omission of accents, incorrect gender, article, slight spelling errors.

### Awarding marks

Marks are awarded positively using the assessment criteria grids on the following pages. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a student should gain the upper or lower number of marks in the mark range box, it is important to refer to the boxes above and below. If the student’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 student’s performance may require a ‘best fit’ mark.

## Assessment criteria grids

### Question 1 – Practical application of grammar

Two marks for each of five sentences are awarded for **communication**, plus a global mark for **quality of language**.

Criteria	Descriptor	Mark range
<b>Communication</b>	No relevant communication.	0
	At least half the sentence is correctly communicated in the target language.	1
	Fully communicated in the target language, although with some ambiguity in the expression.	2

The **quality of language** assessment criteria grid is applied **globally** to all **five** sentences.

Criteria	Descriptor	Mark range
<b>Quality of language</b>	No language worthy of credit.	0
	Frequent basic errors with only isolated examples of accurate language.	1
	High incidence of error which impedes communication at times; inconsistent.	2
	Accuracy variable with some basic errors.	3
	Level of accuracy generally secure but incidence of error increase in more complex language.	4
	High level of accuracy with only minor errors.	5

## Questions 2 and 3 – Translation

Criteria	Descriptor	Mark range
<b>Transmission</b>	No language worthy of credit.	0
	Only the very basic points are transmitted successfully with some very straightforward sections totally misunderstood. The style is often incomprehensible. Communication is frequently impaired.	1–3
	Only the more straightforward and 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.	4–6
	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.	7–9
	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.	10–12
	Excellent transmission skills with clear grasp of detail. Excellent transfer of inference, nuance and idiom. Pleasant to read.	13–15

Questions 2 and 3 – Translation (*continued*)

Criteria	Descriptor	Mark range
<b>Quality of language</b>	No language worthy of credit.	0
	A very high incidence of basic error in all aspects of grammar, syntax and morphology. Basic lexis and structures appropriate to the task are unknown. No awareness of tense concept/time sequence. Large sections totally misunderstood. Communication impaired. Very little worthy of credit.	1–2
	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.	3–4
	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 concept/time sequence. 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.	5–6
	A high level of accuracy overall, however with 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.	7–8
	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 concept/time sequence. Very pleasant to read overall, although not necessarily faultless.	9–10

## Question 4 – Writing

This question attracts marks for **communication and content** and **quality of language**.

Criteria	Descriptor	Mark range
<b>Communication and content</b>	No language worthy of credit.	0
	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.	1–4
	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, however with a marked degree of ambiguity. Not easy to read.	5–8
	Majority of the task completed, however with some signification 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.	9–12
	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, however with some lapses. May be a little pedestrian and predictable or somewhat over-ambitious at times.	13–16
	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.	17–20



Question 4 – Writing (*continued*)

Criteria	Descriptor	Mark range
Quality of language	No language worthy of credit.	0
	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.	1–3
	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.	4–6
	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.	7–9
	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, however with 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.	10–12
	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.	13–15



# Assessment

## Assessment summary

Paper 1 is externally assessed through a 3-hour examination paper.

### Summary of table of assessment

Paper 1	Paper code: 4BE0/01
<ul style="list-style-type: none"><li>• This qualification is assessed through a 3-hour examination paper, set and marked by Edexcel.</li><li>• Availability: January and June series.</li><li>• The total number of marks available is 100.</li><li>• The paper is a question and answer booklet and all questions in the paper are compulsory.</li><li>• The paper will consist of <b>four</b> questions.</li><li>• Dictionaries must not be used in the examination.</li></ul>	

## Assessment Objectives and weightings

	% in IGCSE
AO1: understand contemporary written texts in Bengali and translate them into English.	25%
AO2: understand contemporary written texts in English and translate them into Bengali.	40%
AO3: communicate in continuous writing showing knowledge of and applying accurately the grammar and structures of Bengali.	35%
<b>TOTAL</b>	<b>100%</b>

## Entering your students for assessment

### Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's international website:  
[www.edexcel-international.org/sfc/academic/infomanual/](http://www.edexcel-international.org/sfc/academic/infomanual/)

### Combinations of entry

There are no forbidden combinations.

### Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, IGCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements, Reasonable Adjustments and Special Consideration*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

### Assessing your students

The first assessment opportunity for Paper 1 will take place in the June 2011 series and in each following January and June series for the lifetime of the specification.

### Your student assessment opportunities

Paper	June 2011	January 2012	June 2012	January 2013	June 2013	January 2014	June 2014
Paper 1	✓	✓	✓	✓	✓	✓	✓

## **Awarding and reporting**

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The IGCSE qualification will be graded and certificated on an eight-grade scale from A\* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel IGCSE in Bengali will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## **Language of assessment**

Assessment materials contains questions written in English and Bengali. Work submitted for examination must be produced in English or Bengali, as appropriate.

## **Malpractice and plagiarism**

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ's *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website [www.jcq.org.uk/](http://www.jcq.org.uk/)

## **Student recruitment**

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## **Progression**

This qualification supports progression to:

- any Level 3 qualification in Bengali
- further training or employment.

## Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at IGCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend, in practice, upon the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

### Grade A

#### Translation

Candidates can:

- identify and transmit effectively virtually all the main points of the text
- recognise and transmit most points of detail in the text
- recognise and transmit most points of view, attitudes and emotions in the text
- demonstrate an ability to understand and transmit most sections containing inference in the text
- show an ability to understand and transmit effectively, for the most part, more complex lexis, structures and idioms in the text
- translate a largely coherent and accurate version of the original text into the relevant language.

#### Writing

Candidates can:

- narrate events, give and justify opinions effectively
- produce longer, more varied sentences using a wide range of lexis and structures with appropriate use of tense concepts/time referents
- produce spelling, grammar and syntax that is largely accurate
- produce a style that is nearly always fluent and appropriate to the purpose.

### Grade C

#### Translation

Candidates can:

- identify and transmit effectively some of the main points of the text, although they encounter problems with certain points of detail and more complex language
- demonstrate the ability to recognise and transmit attitudes and points of view with varying degrees of success
- recognise and transmit effectively some sections of the text containing idiom and inference, whilst experiencing some problems
- recognise and transmit effectively familiar language in unfamiliar contexts, whilst experiencing some problems
- produce a reasonable version of the original text, however with several sections not fully understood.

## **Writing**

Candidates can:

- narrate factual events with some success although they experience some difficulty with more abstract language
- express straightforward personal opinions, although they may not always be justified
- function effectively overall in main clauses, although there may not be many successful examples of subordination and/or more complex language
- deploy a range of vocabulary and structures that is generally appropriate, although somewhat restricted, with evidence of some problems with tense concept/time referents
- produce spelling, grammar and syntax that contains errors of varying degrees of seriousness, but communication is rarely impaired
- produce a style that is basic, however with occasional appropriate use of more unusual lexis and structures at times.

## **Grade F**

### **Translation**

Candidates can:

- identify and transmit a limited number of points from the original texts, which are predominantly straightforward and concrete
- identify and transmit basic points of view with limited success
- produce some sections of coherent and straightforward transmission, although these may contain frequent errors of style and interpretation.

### **Writing**

Candidates can:

- write in short sentences and/or phrases with little or no use of subordination
- narrate basic events with little or no attempt at personal opinions
- use a range of lexis and structures (simple sentences or phrases) that is very restricted, with frequent evidence of significant problems with tense concept and/or time referents
- produce spelling, grammar and syntax that contains frequent errors, some of a very basic nature, but the overall message communicates
- produce a style that is basic, with very little use of more complex structures and lexis with frequent errors.





# Support and training

## Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in ‘one-click’. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)

**Ask the Expert** — This free service puts teachers in direct contact with over 200 senior examiners, moderators and external verifiers who will respond to subject specific queries about IGCSEs and other Edexcel qualifications.

You can contact our experts via email or by completing our online form. Go to [www.edexcel.com/ask](http://www.edexcel.com/ask) for contact details.

**Examzone** — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at [www.examzone.co.uk](http://www.examzone.co.uk).

## Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: [www.edexcel.com](http://www.edexcel.com)

July 2011

For more information on Edexcel and BTEC qualifications  
please visit our website: [www.edexcel.com](http://www.edexcel.com)

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