

IGCSE

Bengali

Sample Assessment
Materials (SAMs)

Edexcel IGCSE in Bengali (4BE0)

First examination 2011

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Contents

Introduction	3
Sample question paper	5
Paper 1	7
Sample mark scheme	19
General marking guidance	21
Paper 1	23

Introduction

This sample assessment material has been prepared to support the specification.

The aim of the material is to provide students and centres with a general impression and flavour of the actual question paper and mark scheme in advance of the first operational examination.

Sample question paper

Paper 1

7

1. Translate the following sentences into **Bengali**:

(a) Will the rain never let up?

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(3)

(b) Her remarks hurt me deeply.

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(3)

(c) In spite of all the hard work, his attempts went up in smoke.

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(3)

(d) How can you put up with such an insult?

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(3)

(e) We went to see her off last night.

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(3)

(Total 15 marks)

Q1

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2. Translate the following passage into **Bengali**:

Dhaka muslin is the brand name of a pre-colonial Bengal textile. In the history of textiles, there is no name more famous than that of Dhaka muslin. Muslin was manufactured in the city of Dhaka and its surrounding areas, by local skill using locally produced finest cotton and attained world-wide fame as Dhaka muslin.

Bengal cotton fabrics were exported to the Roman and Chinese empires and they are mentioned by the ancient Chinese travellers. But Dhaka muslin became famous and attracted foreign buyers after the establishment of the Mughal capital at Dhaka. The muslin industry of Dhaka received patronage from the Mughal emperors. A huge quantity of the finest sort of muslin was procured for the use of the Mughal emperors, provincial governors and high officers. It was costly, and the weavers spent a long time, sometimes six months, to make a piece of this sort.

In the great 1851 Exhibition of London, Dhaka muslin occupied a prominent place, attracted a large number of visitors and the British press spoke very highly of the marvellous muslin fabrics of Dhaka. In 1875, when Edward VII came to Bengal, the then Nawab of Dhaka ordered 30 yards of the most superior muslin as a gift to the prince. One yard of this fabric weighed barely 10 grams! Even today, among aristocratic families of the Indian subcontinent, as well as foreigners, decoration pieces and outfits made of Dhaka muslin are considered the ultimate in luxury.

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Q2

(Total 25 marks)

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3. Translate the following passage into **English**:

বয়স বাড়ার সঙ্গে সঙ্গে আমার নানু ভুলোমনা হতে চলেছেন। কোথায় কি রাখেন প্রায়ই ভুলে যান। তাঁর চাবির গোছা; তেমন কিছু গুরুত্বপূর্ণ নয়, তবে একবার যদি সেটা হারিয়ে যায়, তাহলেই সারা বাড়িতে হৈ চৈ লেগে যায়। এইতো সেদিন, টেলিভিশন দেখছি। এমন সময় শোনা গেলো নানুর চিৎকার, “ও শিমুল, আমার চাবির গোছাটা কোথায়!” ব্যস, নাটক দেখারও বারোটা বাজলো। এসব অঘটন ঠিক আমার টিভি দেখার সময় না ঘটলে চলে না! তারপর সারা বাড়ি তন্নতন্ন করে খুঁজেও যখন পাওয়া গেলো না, ঠিক তখনই দেখতে পেলাম সেটা বাড়ির সদর দরজার তালাতেই ঝুলছে। তাহলে নিশ্চয়ই ওটা সকাল থেকেই ওখানে রয়েছে।

গত মাসে নানু কলকাতায় এক নারী সম্মেলনে যাচ্ছিলেন। নানুকে এয়ারপোর্টে পৌঁছে দিয়ে বাড়িতে ঢোকা মাত্রই ফোন বেজে উঠলো। ফোন উঠাতেই নানুর আতঙ্কিত স্বর ভেসে এলো, “শিগগির বল শিমুল, আমার পাসপোর্টটা কোথায় রেখেছিস? ওটা ছাড়া যে আমি প্লেন ধরতে পারবো না।” ঐ মুহূর্তে নানুর মুখের চেহারাটা কল্পনা করে হাসি পেলো আমার। বললাম, “শান্ত হও নানু, ওটা টিকিটের সঙ্গে তোমার হাতব্যাগের ভেতরের চেনওয়ালা পকেটে রেখেছি।” “হ্যাঁ পেয়েছি, বাঁচালি আমাকে!” স্বস্তির নিশ্বাস ফেলে নানু ফোন রেখে দিলেন।

নানু ভুলোমনা হলেও কখনো কখনো উনি আমাকে অবাক করে দিতে পারেন। কয়েক সপ্তাহ আগে ছিলো আমার জন্মদিন। কিন্তু কেন যেনো মনে হচ্ছিলো সবাই এই দিনটির কথা বেমালুম ভুলে গেছে। মন খারাপ করে নিজের ঘরে বসেছিলাম। ঠিক তখনই শুনতে পেলাম নানু নিচে নামার জন্য ডাকছেন। নিচে নামতেই দেখি রীতিমতো অবাক কাণ্ড! আমার সব বন্ধু-বান্ধব ও পরিবারের সবাই জড়ো হয়েছে আমার জন্মদিনের উৎসব পালনের জন্য। এটা ছিলো নানুরই আয়োজন। তাই ভুলোমনা হলেও তিনি হলেন এই পৃথিবীর সবার সেরা নানু আমার।

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A large rectangular area containing 22 horizontal dotted lines, intended for writing.

4. Write an essay of about **200–250** words in **Bengali** on **one** of the following:

Either

- (a) Is the Internet a good replacement to books? ইন্টারনেট কি বইপত্রের ভালো বিকল্প?
- (b) If you could go anywhere, where would you go and why? তুমি যদি কোথাও যেতে চাও, তাহলে কোথায় যাবে এবং কেন?
- (c) A childhood memory শৈশব স্মৃতি

or

- (d) Write a letter of about **200–250** words in **Bengali** to a friend abroad about your favourite food.

তোমার প্রিয় খাবার সম্পর্কে বিদেশে তোমার বন্ধু / বান্ধবীকে বাংলায় প্রায় ২০০ - ২৫০ শব্দে একটি চিঠি লেখো।

Instructions to candidates:

Indicate which question you are answering by marking the box (☒).

If you change your mind, put a line through the box (☒)

and then indicate your new question with a cross (☒).

- Chosen question number: **Question 4(a)** ☒
- Question 4(b)** ☒
- Question 4(c)** ☒
- Question 4(d)** ☒

Please turn over for answer space

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Q4

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(Total 35 marks)

TOTAL FOR PAPER: 100 MARKS

END

Sample mark scheme

General marking guidance

21

Paper 1

23

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.

Assessment criteria

Assessment criteria reflects the standard expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid. References to 'standard' should be interpreted in this context.

Major errors

These may include, for example, the **consistent** mismatching of subject and verb forms, use of inappropriate tenses and/or incorrect vocabulary.

Minor errors

These may include, for example, the **occasional** omission of accents, incorrect gender, article, slight spelling errors.

Awarding marks

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

Paper 1

Question 1 – Practical application of grammar (15 marks)

Five sentences each worth 2 marks, plus a global mark for **quality of language**. Marks are awarded for **communication** and for **quality of language**, using the following assessment criteria grids.

Communication	Mark
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 below is applied **globally** to all five sentences.

Quality of language	Mark
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

Question 2 and Question 3 – Translation (25 marks per question)

Marks are awarded for **transmission** and **quality of language**, using the following assessment criteria grids.

Transmission	Mark
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 point are transmitted successfully. Very little of 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 an 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

Quality of language	Mark
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 (35 marks)

Marks are awarded for **communication and content** and **quality of language**, using the following assessment grids.

Communication and content	Mark
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 with, however, a marked degree of ambiguity. Not easy to read.	5-8
Majority of task completed, however, with 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.	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 with, however, 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

Quality of language	Mark
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

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