



## **General Certificate of Education**

# **Bengali 1636** *Specification*

**BENG1      Reading and Writing**

# **Report on the Examination** *2010 examination - June series*

Further copies of this Report are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

Copyright © 2010 AQA and its licensors. All rights reserved.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Devas Street, Manchester M15 6EX

## General Comments

It was pleasing to note that the majority of candidates completed the paper within the time allowed. There were very few examples of unfinished or partially answered questions. The work of several candidates was outstanding with evidence of maturity in expressing their subject knowledge, understanding and strong linguistic skills. It was also evident that there were some candidates who had been entered without appropriate preparation.

Some candidates demonstrated the ability to manipulate the language very skilfully, whereas others were unable to write answers in their own words, even at a very basic level. It should be noted that candidates who rely too heavily on the text, cannot gain access to the higher marks for the quality of their language. On the other hand, attempts to write answers which make the effort to manipulate language are rewarded more generously, even when this results in increased inaccuracy, provided that it does not interfere with comprehension. On the whole, the performance of candidates was comparable to last year.

## Comments on Specific Sections

### Section 1

Most candidates scored well on Question 1 of this Section. Less able candidates on occasions misread Question 1(d) and wrote one reason which resulted in them scoring only half of the marks for Question 2. Question 1(h) in particular was wrongly interpreted by most candidates. Instead of writing the writer's mental state, which is: আনমনা or অন্যমনস্ক, most candidates wrote about his physical state/s which is তার খি দ পে য়ছি লা, so did not score. Also, on Question 1(i), quite a few candidates gave either the wrong answer or lifted word for word their answer from the text; as a result they scored fewer marks for accuracy. However, it was pleasing to see that many candidates scored 12/13 on this question. Questions 2, 4 & 5 were well answered by candidates, though Questions 3(d) and 3(e) proved demanding for less able candidates

### Section 2

This section was done generally well by more able candidates. The more able candidates first absorbed the full text and then began to write the translation based on the themes covered. This led to more fluent and coherent translations and the award of higher marks. It was also evident that even quite a few mature candidates with good knowledge and understanding of Bengali often struggled to translate into English appropriately. It was due to their inadequate grasp and acquisition of grammar and syntax in English e.g. a number of candidates translated তাড়াতাড়ি ফির লা as **returned rapidly/quickly** where as the translation should be **came back home early and** দৌড়া ত হ ব as **needs to run** where as it should be **has to rush**. Similarly, quite a few candidates translated সরকারী চাকরী as **council job/important company business**; আর্থিক অবস্থা as **attick condition / income situation /physical state etc.** The sentence জমা ক নি য ডাক্তার কা ছ যে ত হ বঞ্চ has been translated by some candidates as 'I have to take my mother to doctor's then I have to wait for her in work place TESCO', so scored fewer marks than expected.

### Section 3

It was evident from the majority of responses that this section was accessible to candidates. The topic was quite popular and the layout of the stimulus with speech bubbles enabled candidates to write responses at a varied level. There were some excellent responses to this

question, but it proved to be beyond many of the less able candidates, whose answers tended to lack sufficient detail. A number of candidates seemed to lift the bullet points, highlighting generally bad eating habits. On occasions, even mature candidates misread the rubric জনপ্রিয় লোক দর as জনপ্রিয় লেখক দর and displayed fact and opinions accordingly. This resulted in the awarding of lower marks for Content in spite of displaying sound knowledge of grammatical structures.

The more able candidates made a comparative study of the views provided in the five different bubbles and concluded with some excellent personal opinions about possible qualities of achieving fame. These responses would frequently score in the higher bands. It was also evident that candidates who grasped the focus of the commentary and displayed a coherency scored high marks for Content even though their responses were sometimes influenced by regional dialects and minor errors.

Candidates should be made aware of the **requirements outlined in the specification** and should focus on the following to help improve exam technique:

- **avoid too much repetition** - the same piece of information can only be credited once
- **practise rules of grammar and structures** - displayed in the specification
- **practise applying appropriate connectives to display coherence and flow** in writing
- practise a range of vocabulary and structures.

## Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.