



**General Certificate of Education (A-level)  
June 2012**

**Bengali**

**BENG1**

**(Specification 2635)**

**Unit 1: Reading and Writing**

***Report on the Examination***

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## General Comments

It was pleasing to note that the majority of students had completed the paper within the time allowed. There were very few examples of unfinished or partially answered questions. The work of several students was outstanding as there was evidence of maturity in expressing the subject knowledge, understanding and strong linguistic skills. It was also evident that there were some students who had been entered without adequate / appropriate preparation. It was disappointing to note, however, that the entry figures had dropped considerably from last year's figures.

Some students 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 students 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 performances of students were better than expected which is evident in the mean score.

## Section 1

- Most students scored well on Question 1 of this Section. However, less able students sometimes struggled to sequence the word order including the punctuation, and so scored less than expected in Question 3. On the whole, Section 1 without specific grammar tasks aided average ability students to score higher marks. The marks awarded for the global accuracy were also better as compared to last year. The average score for Section 1 was 35.

## Section 2

This question was done generally well by more able students. The more able students 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. However, there were occasions where students 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 eg a number of students translated কাজের অভিজ্ঞতা as **job or college project or even vacancy**; I লেখাপড়ায় ভালো as **good at reading and writing**; আমার কাজ হবে বইপত্র তাকে গোছানো was transmitted as **my job will be to handle all books**; হাই কমিশনে কাজ করেন was translated as **works as a High Commissioner**. Similarly, quite a few students translated প্রেরণা দিয়েছে as **persuaded, advised, asked etc**. Also less able students struggled due to their inadequate grasp of tense manipulation. For instance, ছোট ছেলেমেয়েদের ইংরেজি শেখাবো was transmitted as **I have going to teach boys and girls how to read and write English**. This resulted in them scoring lower marks than expected.

The average mark scored in **Section 2** was 6.

## Section 3

It was evident from the majority of responses that this section was accessible to the majority of students. It was due to the fact that the topic was quite popular and the layout of the

question with specific speech bubbles about the environmental issues enabled students to write responses, though at a varied level. There were some excellent responses to this question but it proved to be beyond many of the less able students, whose answers tended to lack sufficient detail. In some instances, even mature students wrote their comments on the causes of pollution and often ignored the other aspect of the question which was to write a commentary and reflect on how they would contribute to save the local environment as responsible citizens. This, in fact, has resulted in quite a few students in scoring lower marks than expected for Content in spite of displaying sound knowledge of grammatical structures. On the other hand, students who combined these two aspects scored high marks. However, there were instances where less able students merely lifted the stimulus and showed no evidence of effort to explore ideas and so scored low marks. Nevertheless, the average score recorded on this section was **26**.

### **Mark Ranges and Award of Grades**

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

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below:

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