



**General Certificate of Education (A-level)
June 2011**

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 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 subject knowledge, in depth understanding and strong linguistic skills. It was also evident, unfortunately, that there were some students who had been entered without adequate / appropriate preparation.

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 Quality of Language. On the other hand, attempts to write answers where students 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, student performance was pleasing.

Section 1

Most students scored well on Question 1 of this section. Less able students on occasions misread 1(d) and picked information about the girl's father from other paragraphs, which resulted in them scoring fewer marks out of 3. Question 1(d) was wrongly interpreted by some students. Instead of mentioning the girl's education, they wrote about her pastimes. However, it was pleasing to see that many students scored 12/13 on this question. Questions 2, 3 and 5 were well answered by students. However, Questions 3(b) and 3(d) proved challenging for less able students. Question 4 was answered fairly well by more able students but less able students struggled to provide an appropriate response. Question 5 was answered well by the majority of students. However, on Question 5(c) students often lifted the wrong answer, (c), instead of the correct answer, (a). The average score for this section was 32.

Section 2

This question was generally well done by more able students, who 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 evident that mature students with a good knowledge and understanding of Bengali sometimes struggled to translate appropriately into English, due to their inadequate grasp and acquisition of grammar and syntax in English eg a number of students translated বাবার ইচ্ছা আমি চাকরি করি as *So I fulfill my father's hope: I want to take a job for my dad; I work with my dad* whereas the translation should have been *my father would like me to work*. A number of students translated আবেদন as *advert*, whereas it should be *appeal*. Similarly, quite a few students translated বেকার as *poor, useless, unwanted people* etc. The sentence 'এসব কাজের জন্য আবেদন জানানো হয় was translated by some students as *television shows many advertisements*, which resulted in them scoring lower marks than expected. The average mark scored was 6.

Section 3

It was evident from the majority of responses that this section was accessible to most students. The topic was quite popular and the layout of the question with specific speech bubbles enabled students to write responses at varied levels. 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. A number of students seemed simply to list the bullet points. On occasions, students wrote their comments on the qualities of a good friend, ignoring the other aspect of the question, ie to display and justify their own qualities as a good friend. This resulted in the scoring of lower marks for Content in spite of displaying sound knowledge of grammatical structures. The average mark recorded was 24.

Students who grasped the full focus of the commentary and displayed a good flow in writing scored high marks for Content, even though their responses were sometimes influenced by regional dialects and minor errors. In such cases students were penalised slightly in the Quality of Language mark range. The average mark recorded was 24.

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:

UMS conversion calculator: www.aqa.org.uk/umsconversion.