



**General Certificate of Secondary Education
June 2011**

Bengali

46351F/H

(Specification 4635)

Unit 1: Listening

Report on the Examination

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General Comments

The majority of students, at both Foundation and Higher Tier, found the Listening Tests accessible and attempted the papers according to their abilities. The overall demands of this year's papers were similar to last year's. It was evident that the spoken Bengali was generally well understood by most students. Although a good proportion of the students performed well and scored good marks in the tests, some students at Higher Tier performed less well on the questions targeted at A and B grades. The questions were well differentiated to cater for grades C - G at Foundation Tier and for grades A* - D at Higher Tier. The overlap questions provided equal opportunity for C and D students at both Foundation and Higher Tier. Generally, students entered for Higher Tier did not have any significant problems with the overlap questions and they scored good marks, as they were better prepared for C and D type questions. However, as this year all the questions were written in English, some students, especially those with poor literacy in English, could not read or understand the questions. Overall, the quality of performance at both tiers was found to be pleasing.

Foundation Tier

Question 19 / Higher Tier Question 1

This question required three responses for three marks. A good number of Foundation Tier students scored at least two marks out of three. Answers produced in response to *hairstyle* were quite varied: *short, cropped* etc.

Question 26a / Higher Tier Question 7a

There was a variety of responses, for example *Japan is a small country* etc. A good majority of students produced correct answers to this question.

Question 26b / Higher Tier Question 7b

Again, students responded to this question in a variety of ways. They produced appropriate answers, for example, *hard working, like eating fish* etc. A good majority of students scored one mark in this question.

Question 29 / Higher Tier Question 10

A good number of students scored one mark in this question. Answers like *go out* scored no marks.

Higher Tier

Question 1 / Foundation Tier Question 19

A good number of students scored at least two marks out of three. Answers produced in response to *hairstyle* were quite interesting: *short, cropped* etc.

Question 7a / Foundation Tier Question 26a

There was a variety of responses, for example *Japan is a small country* etc. A good majority of students produced correct answers to this question.

Question 7b / Foundation Tier Question 26b

Again, students responded to this question in a variety of ways. They produced appropriate answers, for example, *hard working, like eating fish* etc. A good majority of students scored one mark in this question.

Question 10 / Foundation Tier Question 29

A good number of students scored one mark in this question. Answers like *go out* scored no marks.

Question 13

Many students scored full marks in this question. *Flight cancelled: weather bad* generally appeared in the correct order.

Question 14

Many students scored one out of two for this question. *Problem* and *Reason* could be in any order. *More luggage, heavy luggage* etc were allowed for reasons.

Question 15

Fish: fresh were accepted in this order as correct answers, using the two answer boxes. A large proportion of students scored full marks in this question.

Question 16

Again, this question required two responses for two marks, in the correct order. The students who wrote *oil* instead of *cooking oil* were not penalised. They expressed *less oil* in a variety of ways for another mark.

Question 17(a)

Many students lost marks in this question by wrongly expressing the location.

Question 17(b)

The Bengali word for *crocodiles* was not understood by many students.

Question 18(a)

Writing only *snake* did not score any marks. The answer required was *poisonous snake* and similar words like *venomous* or *dangerous* were accepted. A lot of students did not know the meaning of the Bengali word for *snake*.

Question 18(b)

This question was well answered by many students.

Question 29

This proved to be an accessible question for many students. Linking *walk* with *cycle* was not too challenging, as the students understood the concept.

Question 30

Some of the students wrote *clean* instead of *green* as a response and therefore lost marks. However, most students understood the Bengali word for *green* and used the word to express *pollution-free*.

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