



**General Certificate of Secondary Education
June 2011**

Bengali

46352F/H

(Specification 4635)

Unit 2: Reading

Report on the Examination

Further copies of this Report on **the Examination** are available from: aqa.org.uk

Copyright © 2011 AQA and its licensors. All rights reserved.

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.

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

The majority of students, at both Foundation and Higher Tier, found the Reading Tests accessible and attempted the papers according to their abilities. Although a good proportion of 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 were set at the correct level to provide equal opportunity for C and D students at both Foundation and Higher Tier. Generally, students entered for the 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 all the questions were written in English, some students, especially those with poor literacy in English, could not read or understand the questions. It was evident that less able students were not well prepared in terms of learning basic vocabulary and phrases appropriate to individual topics. The quality of performance at both tiers was found to be generally pleasing.

Foundation Tier

Question 2

The task involved reading a short phrase and understanding the Bengali word for *flower*. A large majority of students answered the question successfully.

Question 3

The Bengali word for *swimming* was understood by most students and they answered the question successfully, scoring one mark.

Question 6

It was apparent that some students were unable to read and understand all three phrases in the stimulus. However, a good majority of students scored two out of three marks in this question.

Question 10 / Higher Tier Question 1

The majority of students scored two out of four marks on this question. Filling in the gaps using the relevant English words instead of the corresponding letters was allowed. In the fourth blank space either F or G was accepted.

Higher Tier

Question 1 / Foundation Tier Question 10

The majority of students scored two out of four marks on this question. Filling in the gaps using the relevant English words instead of the corresponding letters was allowed. In the fourth blank space either F or G was accepted.

Question 4(a)

A good majority of students answered this question correctly by identifying the word *tomato* from the reading stimulus.

Question 4(b)

The Bengali word for *salt* was read and understood by the majority of students.

Question 4(c)

A good number of students did not understand the word *ten* in Bengali.

Question 4(d)

This question was successfully answered.

Question 6(a)

The majority of students answered this question correctly. Students who wrote *glass* instead of *bottles* were also given marks.

Question 6(b)

Any three items from the list: *socks, umbrella, school uniform, handbag, bottles, paper* and *clothes* were accepted as correct answers. The majority of students scored at least two marks out of three on this question.

Question 6(c)

Any comment with evidence of understanding the concept of fashion was given one mark. Students provided a variety of answers relevant to the question.

Question 8(a)

Responses like *drama, play, acting, theatre, show* etc. were accepted as correct answers to this question. A good majority of students answered this question correctly.

Question 8(b)

This question proved to be challenging for many students. Responses like *heroine, actress, actor, who does acting* etc were accepted as correct answers. A good proportion of students responded to this question correctly.

Question 8(c)

A good majority of students understood from the text why the show had to be seen that week. Students responded to this question in a variety of ways. Answers such as *last week, finishes this week, last weekend, will not be shown next week, last show this week, 28th June last show* etc were accepted as correct answers.

Question 8(d)

Most students answered this question correctly. Students who wrote *adults* as a response did not score any marks. Responses such as *everybody, everyone* were accepted as correct answers.

Question 11(a)

Many students provided the correct answer, *post office*. *Dakghar* and *Dakhouse* were also accepted as correct answers.

Question 11(b)

This question was well answered by many students. A variety of responses to this question were produced by students, such as *Amal was the main character*, *Amal was Rahim's sister*.

Question 11(c)

Again, a variety of correct answers was produced by the students, for example, *Deepa looked nice in boy's clothes*, *Deepa dressed up as a boy*.

Question 11(d)

Most students scored at least one mark out of two in this question. There was a variety of answers offered by the students. For example, *Amal is ill, the doctor told him not to go out*, *Amal wants to go to a foreign country, he wants to meet the king*.

Question 11(e)

Most students answered this question correctly. They expressed that the audience were *sad, tearful, crying, upset, depressed* etc.

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