



**General Certificate of Secondary Education
June 2012**

Bengali

46351F/H

(Specification 4635)

Unit 1: Listening

Report on the Examination

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General Comments

The majority of students, in both the Foundation and Higher Tiers, found the Listening Tests fairly accessible and attempted the papers according to their abilities. The mark schemes, in both tiers, did not make it more or less difficult for students to score marks this year than last year. Students scored marks according to the quality of their answers. The overall demands of this year's papers were similar to last year's. It was evident that the standard of spoken Bengali was generally well understood by most students. In both tiers, although a good proportion of the students performed quite well and scored high marks in the tests, some students at higher tier performed less well on the questions targeted at grades 'A*', 'A' and 'B'. The questions were well differentiated to cater for grades C - G in the Foundation tier and for grades A* - D in the Higher tier. The overlap questions were at the correct levels to provide equal opportunity for C and D grade students in both the Foundation and Higher Tiers. Generally, the students entered for the Higher Tier did not have any significant problems with the overlap questions and they scored high marks as they were better prepared for grade 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 properly. Overall, the quality of performance in both tiers was found to be good. It seemed that both the papers at Foundation and Higher Tiers were engaging for the students, and they found the papers interesting judging by their performances.

Foundation Tier

Question 14

This question required three responses for three marks. The majority of the students scored at least two marks out of three.

Question 21 / Higher Tier Question 5

There was a variety of responses to this question, for example 'They look like super stars in a western movie' etc. The majority of students produced correct answers to this question.

Question 22 / Higher Tier Question 6

Again the students responded to this question in a variety of ways. The students produced their answers generally in appropriate phrases and words, for example 'sad, tearful, upset' etc to express Rowshan's feelings.

Higher Tier

Question 5

As in Foundation Tier Question 21.

Question 6

As in Foundation Tier Question 22.

Question 8(a)

This question was well answered by many students. A good number of students scored full marks.

Question 8(b)

Although there not many phrases or words to depict 'dislike' in the stimulus material the majority of students could find two appropriate responses to score full marks.

Question 9(b)

A good number of students scored 1 mark in this question by writing appropriate words or phrases to mean 'saving electricity/saving energy' to save money.

Question 12

Many students scored one out of two in this question as they attempted to list the advantages for people in the Docklands during the Olympics. Among many advantages 'more customers' was a popular one.

Question 13

A large proportion of students scored two out of two marks in this question as 'Disadvantages' mentioned in the stimulus material are common to most Londoners.

Question 14

Again, this question required two responses for two marks. The majority of the students scored full marks by writing the responses as more 'sports facilities', 'jobs in new businesses' etc.

Question 16(a)

Many students failed to gain full marks in this question by writing the solutions to the problems only instead of writing what problems are solved by charities, for example 'lack of medicine', 'lack of drinking water' etc. according to the recording.

Question 16(b)

This question was very well answered by most students. 'Saving ten pence a week' or 'five pounds a year' was understood by the majority of students.

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