



**General Certificate of Secondary Education
June 2012**

Bengali

46353

(Specification 4635)

Unit 3: Speaking

Report on the Examination

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General Comments

The overall performance of this year's Speaking Test was very good. All the Examiners also commented that the majority of the students performed well and fulfilled the demands of the test quite adequately.

This is the second year that the test was carried out according to the new specification. There are only two components in the test and students can prepare their tasks well beforehand. Students took advantage of this and made sure they prepared their topics fully so they could deliver with confidence at the test. Therefore, the whole examination went smoothly in most cases and this was reflected in their performances, also giving them the opportunity to gain high marks.

The reduction of the administrative tasks this year meant that Teacher-Examiners could concentrate more on the conduct of the test. Most of the Teacher-Examiners conducted the test following the correct procedures, eg:

- 1) Very rarely did some Teacher-Examiners omit the Presentation and Discussion.
- 2) Most of the Teacher-Examiners at the schools/colleges used standard Bengali rather than the Sylheti dialect.

This year most of the schools/colleges used CDs and memory sticks, which are easily audible for the Examiners to mark.

It should be noted that in order to send back the CDs, the schools/colleges should check the quality, which are of standard format and not easily breakable, particularly at the time of packing.

Please note that 2013 will be the last year that AQA will be able to accept recordings on cassette tapes.

Schools/colleges are reminded that teacher support meetings for the conduct of GCSE speaking tests are held annually in March and they are advised to send representatives when possible. These meetings are extremely helpful to prepare for carrying out the Speaking Tests. Schools/colleges are also advised to have a copy of the specification to clarify the correct format of the Speaking Test.

Presentation and Discussion

Most of the schools/colleges made a real effort to prepare their students properly for the Presentation and Discussion part of the test. Students also tried their best to use proper standard language with appropriate tenses.

There was a lot of variety in the Presentation section of the test this year, such as "Advantages and Disadvantages of Facebook and the Internet", "UK Riots of 2011", "The decay of the present generation of youths", "Festivals of Bangladesh" and "The Bangladesh cricket team." Some of them were completely new topics and presented a new challenge for the students.

This variety indicates that some excellent work has been produced this year. On the other hand, it appears that some schools/colleges decided on one or two topics for all their students, which meant that students presented their tasks using the same words and sentence structure. This made it quite difficult to differentiate between the ability of the students and mark them accurately.

It is suggested that Teacher-Examiners should prepare their students for the Presentation with a variety of topics, according to the ability of the students. They should also prepare themselves with a series of open-ended questions related to the topic.

Although students' performances varied greatly, the majority were well prepared and performed very well in this section. However, in some cases, Teacher-Examiners asked too many closed or restricted questions for this section to be adequately covered by the candidate (eg: What time do you go to work? What time do you come back?).

In addition, some Teacher-Examiners did not keep to the allotted time for the test and students were thus unable to reach their full potential in this area.

Conversation

In general, most students performed very well in this part of the test. They were more relaxed as they knew their topics in advance, so they were well prepared and also confident to use correct language to communicate their responses. Pronunciation and Intonation were also up to standard and they used different tenses appropriately with their own original ideas and opinions.

In some cases, students were not asked the open-ended questions, while at other times, whole three-part questions were asked in one go. As a result, students were confused and struggled to answer. This inevitably limited the mark that some students could be awarded.

The Teacher-Examiner's role is vital to the whole Speaking examination. They should be fully prepared for the test with a range of questions for both parts, to suit the abilities of their students.

It is also advisable for Teacher-Examiners to read the specification and have a thorough understanding of the whole test and read the Modern Foreign Languages instructions for the June 2012 AQA Examinations – GCSE Specification.

On the whole, the majority of the tests were well conducted in such a way as to allow the students to perform to the best of their ability and equip themselves well.

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