



**General Certificate of Secondary Education  
June 2012**

**Bengali**

**46354**

**(Specification 4635)**

**Unit 4: Writing**

***Report on the Examination***

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## **General Comments:**

This year saw the second examination where students were assessed according to the new Specification and the assessment criteria set by AQA. Accordingly, all students entered attempted a unitised one tier exam paper worth 50 marks and 25% of the total marks of the GCSE Bengali qualification. In this component students were expected to respond to all questions and in Bengali:

- a short list in order to demonstrate their ability to write single words in Bengali (Question 1).
- a continuous piece of writing followed by a stimulus in Bengali and rubrics in English. This question offered the students the opportunity to use a variety of structures using at least two time frames. They also had an opportunity to express personal opinion giving reasons. (Question 2).
- a continuous piece of writing followed by a stimulus in Bengali and rubrics in English. This question offered the students the opportunity to write descriptively and imaginatively expressing and explaining ideas and points of view using structures in three time frames (Question 3).
- Students were offered a choice of contexts and purposes for Question 2 as well as Question 3. Question 2(a) was set from the context Lifestyle; 2(b) from Work and Education. Students had to attempt either 2(a) or 2(b). Question 3(a) was set from the context Holidays; 3(b) was set from Home and Local Environment. Students had to attempt either 3(a) or 3(b).

## **General Comments: Student Performance**

This single tier paper as a whole proved proportionately difficult for less able students as compared to other components. There were instances where questions were left totally blank or written in English. It was pleasing though to see that a high number of students attempted all three questions though with variations in their responses. There were also occasions where students expressed opinions with appropriate reasons. It was also evident that a number of students performed better in Question 3 compared with Question 2. A fairly high number of students scored high marks for Content due to a good grasp of the main content of both questions. Marks were reduced in Range of Language and Accuracy due to their heavy reliance on the dialectical expressions as well as a reluctance to use the required time frames or incorrect verb forms.

## **Comments on Individual Questions**

### **Question 1**

In this Question students were expected to complete a list of games/sport pupils do in a PE lesson in school followed by an example. It was pleasing to see that a high number of students scored the full 2 marks. However, there were instances where this question was left totally blank or written in English. It was due to the fact that students either did not read the instructions on the front page or they were unable to write even a single word in Bengali.

### **Question 2(a)**

In this Question, students were expected to express their opinions/points of view in replying to the stimulus blog of a teenager's concerns about living a boring lifestyle. The guidelines provided were not prescriptive as the students were also given a choice to display their own ideas on the theme. This has resulted in a number of students to score good marks in content. However, a number of students were reluctant to use the required time frames and inappropriate language manipulation displaying inappropriate verb forms/verb endings and so scored fewer marks for Range of Language. It was good to see that more able students handled the response well. It was due to the fact that in a number of schools/colleges students embedded exam techniques fairly well. It

was quite obvious though that there were often wide variations in students' expressions, and heavy reliance on the regional dialect, and so they were penalised on Accuracy.

### **Question 2(b)**

This Question was about homework issues and facilities offered in school. Both Questions 2(a) and 2(b) were of a similar standard in performance by students. So, similar difficulties spotted in 2(a) occurred in 2(b)

Amongst the options, 2(b) was popular, but those who attempted 2(a) scored comparatively high marks. The majority of students found 2(b) more accessible and were able to reflect on homework set by school though at a varied level. It was also pleasing to see that quite a few students scored very high marks on 2(a) as well as 2(b). It was due to the fact that they grasped the contexts well and expressed their points of view, displaying varied structures appropriately.

### **Question 3(a)**

Students were also offered a choice here as they had in Question 2.

In 3(a) students were expected to express their opinions/points of view in responding to the stimulus about good holidays and the ideal holiday destination. Here as well, the guidelines provided were not prescriptive as the students were given a choice to display their own ideas on the theme. This again resulted in a number of students scoring high marks for Content. However, the reluctance to use the required time frames and constant mismatching of verb forms led students to score fewer marks. It was good though to see that more able students handled the response well. It was due to the fact that in a number of schools/colleges students embedded exam techniques fairly well. However, there were instances where a wide variation in students' expressions was evident. Particularly, heavy reliance on the regional dialect and major spelling errors and wrong verbs led students to score fewer marks for Accuracy. It was noted that 3(a) proved more popular than 3(b).

### **Question 3(b)**

Less able students struggled to respond to this Question and on occasions, lifted the stimulus heavily and were reluctant to explore their own ideas on the topic of saving the environment at home and local area. Additionally, as students were offered a choice to display their own ideas, they often felt reluctant to use the required time frames. Also, due to the heavy reliance on dialectical expressions, constant mismatching of verbs and major spelling errors, students on average scored low marks for Range of Language and Accuracy.

## **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](http://www.aqa.org.uk/umsconversion)

## Guidance Notes for Examiners

The following guidance, provided to examiners during the marking period, is reproduced below for information.

### 1. Principles of marking

- 1.1 All marking must be done in accordance with the published criteria for assessment.
- 1.2 The stress is on effective communication. Credit should be given for the language successfully conveying the target message without ambiguity.
- 1.3 In Questions 2 and 3 there is no need to count the number of words used to answer each question. The sole criterion is completion of the two tasks.

### 2. Mechanics of Marking

#### 2.1 Question 1 Content

Marks	Content
0	No understandable words
1	1-2 words conveyed without ambiguity
2	3-4 words conveyed without ambiguity

- 2.2 Question 2 - Suggested content points are not compulsory. No automatic penalty can be applied if students choose not to address these particular points in their answer.
- 2.3 Question 3 – Suggested points are not compulsory. No automatic penalty can be applied if students choose not to address those particular points in their answer.
- 2.4 Assessment Criteria for Questions 2 and 3

Content	
Marks	Criteria
13-14	<b>Very Good</b> Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10-12	<b>Good</b> Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7-9	<b>Sufficient</b> Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4-6	<b>Limited</b> Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1-3	<b>Poor</b> Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

<b>Range of Language</b>	
<b>Mark</b>	<b>Criteria</b>
5	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
4	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are often successful.
3	Some variety of vocabulary and structures used. Including attempts at longer sentences using appropriate linking words which are sometimes successful.
2	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

<b>Accuracy</b>	
<b>Mark</b>	<b>Criteria</b>
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

- 2.5 The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table below)
- 2.6 The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content. (See table below)
- 2.7 If a mark is awarded for Content, this will inevitably lead to the award of a mark for Range of Language and for Accuracy. (See table below)
- 2.8 If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy. (See table below)

2.9

<b>Content</b>	<b>Marks for each of Range of Language and Accuracy</b>
0	0
1-3	1-2
4-6	1-3
7-9	1-4
10-12	1-5
13-14	1-5

2.10 To score a mark of 5 for Range of Language, the candidate needs to use successfully a minimum of two verb tenses.