GCSE

BENGALI

Unit 1 Listening
Report on the Examination

4635
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Foundation Tier

General Comments
The paper proved to be accessible for the majority of students. Many students managed to gain some marks for each question, although there were a few key items of vocabulary which were not well known.

It needs to be stressed strongly that students should be encouraged to write their answers as clearly and as legibly as possible. In cases where they change their mind over a particular answer, their final version should be clearly indicated to the examiner.

Questions 1-4
Questions 2-4 were very well done, with almost all students gaining full marks. Question 1 was the least well answered but the majority scored the mark.

Questions 5-8
Question 5 was very well done with a significant majority answering correctly with the appropriate English word *tall.* The word *long* was the commonest inappropriate response. Question 6 was answered correctly by almost every student. Question 7 was well answered by the majority, though confusion over the meaning of *ful* (flowers) led to a variety of incorrect answers. Question 8, which tested the word for car, was the least well answered in this section with but the majority scored the mark.

Questions 9-12
This section tested places in the local area. Question 9 was very well answered by almost all students and Question 11 was well answered by the majority. However, key items of vocabulary caused problems in Questions 10 and 12. While Question 12 was answered correctly by many students, in Question 10 only a small number succeeded in scoring the mark since *kar-khana* (factory) was not well known.

Question 13
The majority of students correctly identified the day of the week. Possibly those who failed to score did not read the question (*On which day does Anil **not** go out?*) carefully enough.

Questions 14-17
All four questions were well answered.

Questions 18-21
Questions 19 and 20 were correctly answered by virtually every student. Question 21, which tested clock times, was the least well done.

Questions 22-23
These questions, which required answers in English, were challenging and differentiated well. While the majority of students managed to score 1 mark, scoring the second mark was more challenging. Question 22 was the more accessible with a good number of students gaining two marks whereas Question 23 proved more challenging to score both marks.

Questions 24-26
These questions proved challenging with Question 24 being the least well done of the three. In Question 24, while the majority picked up the mark for the *issue*, only a small number of students went on to identify the *attitude* correctly to gain the 2 marks. Students did best in Question 26 with the majority gaining the full 2 marks.

Questions 27-30
These questions at the end of the paper were very well done, with virtually every student gaining full marks in Questions 27 and 30.

Higher Tier

General Comments
There were many pleasing, high scoring scripts this year. However, some students struggled with the later questions which require precision when writing answers in English. Poor handwriting sometimes made it difficult for examiners to work out what had been written.

Questions 1-2
Students were much more successful than those at Foundation Tier in identifying both the advantage and disadvantage. Question 1 proved slightly more accessible with the majority of students scoring 2 marks. In Question 2 a significant number of students scored both marks.

Questions 3-5
These questions were very well done. High numbers of students gained full marks in all 3 questions. Students were most successful with Question 3, with many gaining 2 marks significantly higher than for the same question at Foundation tier.

Questions 6-9
Students scored very highly on all questions.

Questions 10-11
In Question 10 the majority of students identified *the elderly* correctly. Question 11 proved very accessible with almost every student gaining the mark.

Questions 12-13
Students scored very highly on both parts of Question 12 and even more highly on Question 13(ii). The least well answered part was Question 13(i) where it proved challenging to correctly identify *pukur* as meaning *ponds.*

Questions 14-15
The majority of students gained the mark for Question 14 (i) and both parts of Question 15. Question 14(ii) was one of the least well done questions on the paper with many not getting the correct answer. The commonest error was the selection of option C as the answer.

Questions 16-17
These questions were very well done. Almost every student gained at least 1 mark for each question. The second mark proved much more accessible to score in Question 16 compared with a slightly lower performance in Question 17.

Questions 18-21
Question 18 was well answered with the majority of students scoring both available marks. Questions 19 and 20 proved more challenging. A few scripts were left blank. In both questions a lack of precision was often the reason why the mark was not awarded. Question 19 required the idea of *taking the rice* **home** and answers for Question 20 needed to convey the idea of **lots of** plus a specific food e.g. *fruit/ fish*. Some students misunderstood *tori-torkari* to mean *curry* rather than *vegetables.* Question 21 was quite well done. With three possible answers from which to identify two, the majority succeeded in scoring at least 1 mark but fewer went on to score the second mark.

Questions 22-23
The mark scheme gave students five possible ways to score the 3 marks. In Question 22 a good number scored full marks and students did even better in Question 23 where a significant number gained full marks. Almost all students achieved at least 1 mark on each question. In these questions requiring answers in English it was often the lack of precision in responses or incomprehensible answers which resulted in failure to score.

Mark Ranges and Award of Grades
Grade boundaries and cumulative percentage grades are available on the **Results statistics** page of our Website.

Converting Marks into UMS marks
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