

GCSE

BENGALI

Unit 2 Reading
Report on the Examination

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Foundation Tier

General Comments

The paper proved to be reasonably accessible for the majority of students. However, lack of understanding of key items of vocabulary caused occasional problems for a small number of students.

Question 1

This question on food items was well done by many students. 1(c) which tested the Bengali word for *carrots* was the least well done.

Questions 2

2(a) – (c) were answered correctly by the majority of students. However, only a small number of students understood the Bengali word for *colour* in 2(d).

Question 3

3(b) and (c) were answered correctly by the majority of students. The Bengali words for *jeans* in (a) and *shirt* in (d) were less well known.

Question 4

The majority of students scored the mark.

Question 5

5(b) – (d) were well done by most students. Matching activity G to the school visual in 5(a) was less well done.

Question 6

The majority of students scored the mark in 6(c) and (d), with fewer scoring in (a) and (b). 6(b) proved the most demanding, as many did not correctly identify the musical instrument *flute* in Bengali.

Question 7

This overlap question proved challenging at Foundation Tier, though many of the students answered 7(a) and (7b) correctly. Identifying both the positive and negative opinion of the hotel in 7(c) caused many to stumble and in 7(d) even fewer managed to pick out the references to pollution and rubbish in the text in order to identify correctly the negative opinion of the river.

Question 8

This overlap gap-fill question proved very challenging, with many not scoring all three marks.

Question 9

This overlap question proved more accessible. Many students answered correctly all six items.

Question 10

This final overlap question proved the most challenging to score on the paper. Only a small number of students conveyed correctly the idea that the examination would end at 4pm.

Higher Tier

General Comments

Overlap Questions 1-3 were, as expected, answered far more successfully at Higher Tier than at Foundation Tier. Question 3 was particularly well answered with very high numbers gaining full marks. Overlap Question 4 still proved challenging, but many of the students scored the mark.

Question 5

Very many students were able to identify 5(a) and 5(d) as *true* statements and many also scored the mark for *false* in 5(b). Slightly fewer went on to identify *not in the text* for sentence 5(e).

Question 6

This question on the environment was well done. Very high numbers of students answered Questions 6 (a) - (c) correctly.

Question 7

This question marked the start of that section of the paper which requires students to deal with longer, more complex texts and to write their answers in English. At this level, students generally need to write a detailed response rather than a single word to gain the mark.

In 7(a), while most scored one mark for identifying *the cold weather*, many did not score the second mark because responses such as *wind/windy* did not convey the idea that it was the *noise* or *sound of the wind* that prevented Amina from sleeping. In 7(b) students who did not recognise the vocabulary for camping stove often resorted to guesswork, with frequent mention of fires and a few bizarre references to making tea with grass. In 7(c) a good number of students identified the idea of the coat being heavy or thick. 7(d) proved accessible for many students. 7(e) was the least well done, with many not knowing the word for *bear* or omitting the detail *white*.

Question 8

With the exception of 8(d) and 8(g) which were well done, this question proved challenging for lots of students. Many responses were vague or lacked the required detail. Some students did not read the question carefully enough. In 8(c) *she goes to church* was the opposite of what was required. In 8(e) some students wrote that the mother dressed in pretty clothes, which was the wrong idea. Surprisingly, in 8(f), relatively few students were able to identify the correct time as 4.30am.

Question 9

With the exception of 9(b), this question was answered correctly by most students. In 9(b) only a fairly small number of students correctly matched statement D about not lighting garden fires to Fire regulations, most opting wrongly for C which was about not smoking in the building.

Question 10

As for Questions 7 and 8 above, many students struggled to understand the text and to extract the required detail. In 10(a), although the mark scheme provided five alternate ways to score the mark, the majority failed to express their responses concisely enough or in sufficient detail in order to gain the mark. In 10(b), while many students got the idea of Salma feeling sad to leave Moni, very few were able to explain **why** in order to score the second mark. In 10(c) the majority of students succeeded in conveying the idea of *keeping on studying*, so ended the paper on a positive note.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of our Website.

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Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator www.aga.org.uk/umsconversion