

# GCSE

# BENGALI

Unit 3 Speaking  
Report on the Examination

---

4635  
June 2013

---

Version: 1.0

---

---

Further copies of this Report are available from [aqa.org.uk](http://aqa.org.uk)

Copyright © 2013 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

### **General Comments**

The majority of students performed very well and fulfilled the demands of the test quite adequately.

Overall teacher-examiners handled this year's examination well and were well prepared, as they have become more accustomed to the requirements of the test.

There are just two components to the test and students can prepare their tasks well in advance. Students took advantage of this and made sure they prepared their topics fully so that they could deliver their responses with confidence. Therefore in most cases, the whole examination went smoothly, which was reflected in their performances and it also gave the opportunity to award high marks.

However, some schools/colleges were not fully aware of the examination criteria, as their students did not have the opportunity to prepare their Presentation well, before the test and sometimes the Discussion was too short. In these cases, students were unable to demonstrate their full potential and failed to gain high marks.

Some teacher-examiners wrongly conducted the entire test in the native dialect of "Sylheti." This is inappropriate for the students, many of whom could not perform to their best ability in standard Bengali.

This year, most of the schools used CDs and memory sticks, which are easily accessible for teacher-examiners to mark. However, in order to send back the CDs, schools/colleges should check the quality is of a standard format and are not easily breakable, particularly at the time of packing. Schools/colleges must realise that their students can be penalised because of the poor conduct of the test by the teacher-examiner.

Schools/colleges are reminded that **cassettes were accepted in 2013 for the last time.**

### **Presentation and Discussion**

The majority of students were well prepared for this section and a wide variety of topics were discussed, such as "Holidays", "Spare Time", "Bangladeshi cricket" and the "London Olympics". At the same time, some students talked about very stereotypical topics, such as "My Family", "My School" and "Festivals."

Some excellent work was produced, but on the other hand, it appears that some schools decided on one or two topics for all students and these students presented their tasks by using the same words and sentence structures. It was therefore quite difficult to differentiate between the abilities of the students. Teacher-examiners should prepare their students for the presentation with a variety of topics and in line with their abilities.

Although students' performances varied greatly, the majority were well prepared and performed very well in this section. However, teacher-examiners need to listen carefully and be aware of what students are going to say during the Presentation, so that they do not ask questions requiring information which the student has already given. In many schools, presentations were allowed to run on for much too long, in some cases for more than a minute and a half.

In other cases, there were too few questions in the Discussion, with just one or two asked, which was not sufficient for the section to be covered by the students. In addition, some teacher-examiners did not keep to the allotted time for the test and students were therefore unable to reach their full potential.

### **General Conversation**

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

In some cases, students were not asked open-ended questions, while at other times, the entire three-part questions were asked in one go. Also in some cases the teacher-examiner did not give the students the opportunity to expand their answers. They interrupted and prompted the answers themselves. As a result, students were confused and struggled to answer. This inevitably limited the marks that some students could be awarded.

The teacher-examiner's performance is essential to the whole Speaking examination. They should be fully prepared for the test with a range of questions for both parts, which in turn will suit the abilities of their students. It is advisable for teacher-examiners to read the specification and have a thorough understanding of the whole test and be familiar with the Instructions on the examination.

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