

GCSE

BENGALI

Unit 1 Listening
Report on the Examination

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Foundation Tier

General Comments

The paper proved to be accessible for the majority of students. Many were able to gain some marks for each question, although some key items of vocabulary were not well known. It should be stressed, once again, that students need to write their answers clearly in black ink in the spaces provided.

Questions 1-4

Questions 2 and 4 were very well done. However, in Question 1, fewer students than expected were familiar with the key word *bagan* and in Question 3 there was some confusion over the meaning of *bazaar*, leading to incorrect answers such as 'shopping centre'.

Questions 5-6

These multiple choice questions about how to stay healthy were very well done.

Questions 7-8

Both questions were well done, though Question 7 proved slightly more demanding.

Questions 9-12

The majority of students answered Questions 9-11 correctly. Question 12 was still well answered, though some students confused the words for right and left.

Questions 13-15

These questions about work experience were very well answered.

Question 16

With the exception of question 16(d), questions 16(a) to 16(e) were very well answered. Question 16(d) proved more challenging because the key words *sangeet* and *puroshkar* were not widely known.

Question 17

This overlap question marked the start of the section of the paper requiring answers in English and aimed at grades C and D. In Question 17(a) the key word *meghla* was not widely known so only about a quarter of students understood that the weather in the morning would be cloudy. In 17(b) the idea of rain qualified by a suitable adjective such as heavy or torrential was required to gain the mark but many students simply wrote rain. A small number of students left the answer spaces blank.

Questions 18-20

These questions aimed at grade C differentiated well. Relatively few students scored both marks available, whereas the majority scored at least one mark for each question. It tended to be the advantage of each job that was more challenging to find than the disadvantage. In Question 20, 'friendly colleagues' was often incorrectly given as 'friendly children'.

Question 21

This question proved to be particularly challenging for a significant majority of students. Many answers lacked the required detail and some students made no attempt to write an answer.

Questions 22-25

Question 24 proved to be the most successfully answered in this section with almost all students gaining the mark. Question 25 was also very well done. Fewer than half of students gained the mark in Questions 22 and 23, yet again because key items of vocabulary, *jhorna* and *dokkhin*, were not known.

Higher Tier**General Comments**

The paper was generally accessible for the majority of students. Most picked up marks consistently through the paper and it was good to see such a pleasing number of high scoring scripts. Nonetheless, questions aimed at grades A and A*, which require precision when writing answers in English, proved quite challenging for some students. The importance of writing legibly and in black ink needs to be stressed as poor handwriting sometimes made it difficult for examiners to work out what had been written.

Questions 1-5

All five questions were answered well by most students. Question 2 was the least well done because the key words *nak* and *kan* were not well known.

Questions 6-8

As expected, these overlap questions were answered more successfully here than by students attempting the same questions at Foundation Tier. More than half of students scored both marks available in Questions 6 and 7 whereas, in Question 8, finding the advantage of working as a teacher still proved challenging and eluded many students.

Question 9

This overlap question was answered more successfully than at Foundation Tier, though it was still challenging for more than half of students, a few of whom did not attempt to write an answer.

Question 10

These overlapping multiple choice questions, 10(a)-10(e), were answered well by many students. Question 10(d) was answered much more successfully than at Foundation Tier, though about a quarter of students did not score the mark because of their lack of understanding of *sangeet* and *puroshkar*.

Question 11

These overlapping questions, 11(a)-11(b), were tackled much more successfully than at Foundation Tier.

Questions 12-13

These questions on technology marked the start of the more challenging section of the paper aimed at grades A* and A. In Question 12(a) most students picked up the mark for identifying the main advantage but, in Question 12(b), many struggled to pick out the main disadvantage and only about a quarter of students gained the mark. Similarly, in Question 13(a) most students successfully identified the emotion whereas in Question 13(b) fewer were able to express what the main problem was. A small number of students did not attempt to answer these (b) questions.

Question 14-15

These questions on the economy were each worth two marks. Question 14 proved the more accessible with most students scoring at least one mark and just over half going on to score the second mark. In Question 15 only a little over a quarter succeeded in gaining both marks.

Question 16

This question was very well answered.

Questions 17-21

Students appeared to be at ease with the topic of the environment and, apart from Question 18, the majority answered the questions well. Surprisingly, Question 18 proved to be the most problematic. It was clear from their imaginative responses that many were not familiar with the key word *ghurnijhor*, and had therefore relied on guesswork. In addition, a fair number of students left the answer space blank.

Questions 22-23

The majority scored at least one of the marks available for each of these two questions on education. In Question 22 around half of students wrote in sufficient detail to enable them to score both marks. Acquiring the second mark in Question 23 proved more challenging and significantly fewer than half expressed themselves sufficiently clearly in English to gain the second mark.

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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