

GCSE

BENGALI

Unit 3 Speaking
Report on the Examination

4635
June 2014

Version: 1.0

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General Comments

The overall performance of students in this year's test was very good and they responded very well to the demands of the Speaking test.

There are just two components to the test and students are allowed to prepare their tasks well in advance. Students took advantage of this and made sure that 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 performance and it also gave the opportunity to award high marks.

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

Teacher-examiners are reminded that they should be aware that the aim of this examination is to demonstrate the speaking abilities of the student in "standard Bengali". However, in some schools/colleges, teacher-examiners have continued to conduct the test in the native dialect "Sylheti". This is inappropriate for the GCSE Bengali Speaking test. Students who could not perform in standard Bengali were at a disadvantage. Schools/colleges need to remember that students can be penalised because of poor conduct of the test by the teacher-examiner.

Instead of cassettes, all schools/colleges should now use CDs or memory sticks, which are easily accessible for teacher-examiners to mark. However, when sending CDs back, schools/colleges should check that the quality is of a standard format and that discs are not easily breakable at the time of packing. This can cause unnecessary problems for the whole examination process.

Presentation and Discussion

Most schools/colleges made a real effort to prepare their students properly for their Presentation and Discussion. There was a lot of variety in the Presentation section of the test this year, such as "Travel", "Hobbies", "Free time and the Media", "Six seasons in Bangladesh", "The Bangladeshi Cricket Team" and "The Use of Facebook and the Internet". This variety indicates that some excellent work had been produced this year. A number of discernable students performed exceptionally well. They used high level vocabulary confidently and their high standard of spoken language was evidence when they answered questions by the teacher-examiner.

On the other hand, it appeared that some schools/colleges decided on only one or two topics for **all** students, which meant that they presented their tasks using the same words and sentence structures. A variety of topics would more easily highlight the differentiation in the varying levels of ability of the students, not to mention give the students a better opportunity to display what they can do in the Speaking test. Teacher-examiners should prepare their students with a variety of topics and in accordance with their ability. Furthermore, teacher-examiners should ensure they are well prepared and ask relevant questions so that the students are not confused.

In many schools/colleges, the Presentation and Discussion were allowed to run on for much too long, in some cases, more than five minutes. Again, schools/colleges are reminded that the preparation and conduct of the test by the teacher-examiner are crucial if students are to be given the opportunity to perform to the best of their ability.

General Conversation

In general, most students performed very well in this part of the test. They were more relaxed as they knew their topics in advance, and so were well prepared and also confident enough to use the correct language to communicate their responses.

On the whole, the majority of the tests were well conducted and in such a fashion as to allow students to perform to the best of their ability and acquit themselves well.

However, in some cases, students missed the opportunity to learn their topics well in advance. It appeared that these students did not have proper guidance to perform the test.

In other situations, entire three-part questions were asked in one go. As a result, students were confused and struggled to answer.

As 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 will duly 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 as well as 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