AQA

AS LEVEL
BENGALI

Unit 1 Reading and Writing
Report on the Examination

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General Comments

It was pleasing to note that the majority of students had completed the paper within the time allowed; there were very few examples of unfinished or partially answered questions. The work of several students was outstanding as there was evidence of maturity in expressing the subject knowledge, understanding and strong linguistic skills. It was also evident that there were some students who had been entered without adequate/appropriate preparation.

Some students demonstrated the ability to manipulate the language very skilfully, whereas others were unable to write answers in their own words, even at a very basic level. It should be noted that students who rely too heavily on the text, cannot gain access to the higher marks for the quality of their language. On the other hand, attempts to write answers which make the effort to manipulate language are rewarded more generously, even when this results in increased inaccuracy, provided that it does not interfere with comprehension. On the whole, the performances of students were comparable or slightly better than last year.

Section 1: Comprehension

Section 1 requires students to understand an extended passage about career choices and work related learning. The students were asked to respond to a variety of tasks after reading an extended text. Questions in Section 1, without specific grammar tasks, aided less able students to score slightly better marks. The marks awarded for the global accuracy aided more able students to achieve good marks.

Overall, the comprehension questions did not cause students undue challenge. There were some students who failed to gain a significant number of marks, but this was not due to the passage, which was similar to previous papers in terms of difficulty. It was mostly the result of not applying exam techniques. There were omissions and insufficient items of information for the full quota of marks per question and some answers based on what was thought to be in the text or students' personal opinions, rather than what was actually there.

Question 1(a), (c), (d) and (e) were accessible to most students. However, less able students found (b) and (f) more challenging. Less able students struggled to respond to these tasks due to the lack of awareness of the idea of *অবগত* in 1(b) and misinterpreting *কখন কাজের অভিজ্ঞতার দরকার*. Question 2 was answered well by able students who produced grammatically correct sentences to provide information about the work related learning. However, less able students lost marks on global accuracy for not being able to write in grammatically correct sentences. Overall, it was pleasing to see that most students performed well in Section 1.

Section 2 Translation

The task set in Section 2 was to translate a passage about a visit to the renowned waterfall in Sylhet. Students in the middle of the ability range scored reasonably well in Section 2 as the concept was grasped well by them. However, words such as পৌঁছালাম, নাড়ছেন, যানজট, তথ্য, বোঝা, স্বচক্ষে, ভোরে etc proved difficult for a number of students. A number of students translated পৌঁছালাম incorrectly as *went to, came to* etc and হাত নাড়ছেন as *moving/steering hand*. Some students were unable to translate ভোরে correctly and came up with words which were not relevant to the topic. Also, due to inadequate knowledge of grammar and inappropriate transmission skills, less able students scored fewer marks than expected. Able students on the other hand, were able to score good marks due to good transmission skills and the appropriate manipulation of the original text.

Section 3: Essay writing

Section 3 asked students to produce a written commentary about what steps should be taken to make Britain greener and how appealing these steps would be to the new generation. Speech bubble stimuli regarding what people think about this topic and what impact it has on the younger generation in the society were provided and guided most candidates as to what they could write. However, the responses displayed a wide variation. More able students made a concerted effort to combine facts in their commentaries and scored good marks. However, there were instances where students merely lifted information from the stimuli and failed to explore logical ideas and personal opinions and thus scored fewer marks.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website.

Converting Marks into UMS marks

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

UMS conversion calculator