
A-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 subject knowledge and understanding, and of strong linguistic skills. Unfortunately, it was also evident that there were some students who had been entered without adequate or 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 performance of students was comparable to, or even better than, it was in previous years, which was evident from the mean score.

Section 1 Comprehension

Section 1 required students to comprehend an extended passage about a student's feelings about a pretty blind girl who inspired him to achieve his national prize as a young writer. The students were asked to respond to a variety of tasks based on the text. Questions in Section 1 which did not include specific grammar tasks helped average students to score slightly better marks. The marks awarded for global accuracy allowed 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, insufficient details for the full quota of marks, and answers based on students' personal opinions, rather than what was actually in the text.

Questions 1(a), (b), (c), (d) and (e) were accessible to most students. However, less able students found parts (f) and (g) challenging. The questions in parts (f) and (g) were in two parts, *what* and *why*. Less able students struggled to respond to the *why* part and answered the *what* part only and so could only be awarded half of the available marks.

More able students answered Question 2 very well, using grammatically correct sentences to provide information about the lifestyle of the landlord. However, less able students lost marks on global accuracy for not being able to write in grammatically correct sentences.

Section 2 Translation

The task set in Section 2 was translating a passage about ways of saving the environment at home and in the local area. It also included information about the activities undertaken by many educational institutions. Most students scored slightly better in Section 2 as the concept was well understood. However, words such as পরিবেশ, সৌর ষক্তি, শিক্ষা প্রতিষ্ঠান, তৎপর etc proved difficult for a number of students. A number of students translated পরিবেশ as nature, situation, etc, and শিক্ষা প্রতিষ্ঠান as learning centres. 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

This section provided speech bubble stimulus material on what people of the new generation should do in order to live healthily in society. The stimulus guided most candidates to what they had to write. However, a wide variety of responses were seen. Although the stimulus was given to help students, it was up to them how far they used it in writing their commentary on healthy living in their day to day lives. More able students made a concerted effort to combine facts and opinions in their commentaries and gained higher marks. However, there were instances where students merely lifted the stimulus and failed to explore logical ideas and personal opinions, and thus scored fewer marks.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

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](#)