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# A-LEVEL BENGALI

Unit 1 Reading and Writing  
Report on the Examination

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## **General comments**

This year the number of students decreased significantly compared to last year. However, the majority of students performed quite well, showing that they had good knowledge of the subject and had prepared well for the exam. Only a small number of less able students scored lower marks, particularly in Questions 2 and 3.

Most students demonstrated their ability to write a structured essay exemplifying many aspects of the assessment criteria. They often showed linguistic skills and originality in their responses, and were awarded good marks.

It is important to remind the students that more credit is given for the quality of language, including the range of vocabulary, idioms and structure, than for accuracy alone.

## **Section 1 Comprehension**

This section required students to understand an extended passage about travelling experience of Putul with his uncle Bablu in London city. The students were asked to respond to a variety of tasks after reading the passage. Questions 4 and 5 in this section, where students were not required to demonstrate knowledge of grammar in their responses, helped less able students to score marks. More able students achieved higher marks throughout the section.

Questions 1(a) to 1(h) were accessible to most students. Less able students found questions 1(f) and 1(h) more challenging and could not provide full responses. As a result, they could not be awarded all of the available marks.

Question 2 was generally answered well, and the majority of students were able to answer fully with good knowledge of grammar and sentence structure.

In Question 3, students were asked to replace five words taken from the text with their meanings. Less able students were not always able to offer alternatives for all five words.

The majority of students scored high marks in Questions 4 and 5.

## **Section 2 Translation**

This section required the students to translate a passage on how to keep fit and healthy both physically and mentally. The majority of students performed well in transmitting the meaning of the passage and therefore scored good marks. Only a very small number of students struggled to translate the passage fully.

## **Section 3 Essay**

This section provided speech bubble stimulus about the increase in university fees for students. The question asked students to put forward their views on the impact of higher fees on their university education. They were also asked what they could do to reduce the fees. They were asked to use the stimulus as a guide to write their essay. More able students made a concerted effort to put forward their points of view in their own words and gained higher marks. Only a very small number of students lifted language directly from the stimulus and failed to explore logical ideas and personal opinions; those who did were unable to access the higher levels of the mark scheme.

### **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](#)