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# A LEVEL BENGALI

Unit 2 Reading and Writing  
Report on the Examination

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## **General Comments**

This year the number of students has increased slightly and generally the majority of the students have performed well. This is due to the students having worked hard in their paper and having good prior knowledge of the subject. This has been reflected in the students' overall responses to questions, their choice of essay topics and use of high level literary topics and excellent manipulation of the subject.

The vast majority of the students had answered the literary question on drama. A considerable number of students answered essay questions from non-literary topics on the independence of Bangladesh and Bengali cinema in roughly equal numbers. Also, about the same number of students attempted to answer each of the questions on: a novel, short story and multicultural society in Britain. Only a very small number of students chose to write essays on poetry and music.

Most students demonstrated their ability to write a structured essay exemplifying many aspects of the marking criteria. They showed linguistic skills and originality in their responses, and were awarded good marks. Only a very small number of students were influenced by their regional dialect which affected their spelling.

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**

There were six questions in part 1(a). Students were expected to give six short answers. The vast majority of students answered this question well. A small number of less able students found Question 1(a)(iv) hard and gained no marks. In Question 1(c), students were asked to replace five words/phrases with words/phrases used in the extract with the same meaning. However, a few students failed to meet the marking criteria in order to be awarded the mark.

## **Section 2**

This question required the students to translate a passage of 150 words from English to Bengali. Most students did well on this question. The majority of students understood the meaning of the passage and scored good marks. Only a very small number of students struggled to transmit the full meaning in Bengali.

## **Section 3(a) & 3(b)**

These two questions were on Bengali fiction – the first question was based on a novel the student had read and the character s/he liked most, and the second was based on a short story. A considerable number of students achieved good marks on these questions.

## **Section 4(a) & 4(b)**

Question 4(a) was about Bengali poetry which comes in 2 forms – one to be chosen and discussed by the student explaining the beauty and features of the poem. Question 4(b) was about a Bengali play that appeared to be the most popular among the students. Most students performed well on this question.

### **Question 5(a) & 5(b)**

There were two non-literary topics in this question: Question 5(a) concerned the independence of Bangladesh and Q5(b) multiculturalism in Britain. Q5(a) attracted more students than Q5(b). Some students performed very well and showed good understanding of the topics. They appeared to have a good knowledge about their country of origin. As a consequence, some students scored high marks. Question 5(b) proved to be more challenging to those who attempted it.

### **Question 6(a) & 6(b)**

A considerable number of students produced good responses on the topic of cinema and scored good marks. Only a very small number of students tried to answer the question on music. Of these two questions, the cinema topic was the most popular.

### **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](#)