

# BENGALI

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Paper 3204/01  
Composition

## Key messages

- It is important that candidates carefully identify the key points required to answer each question and then provide a range of well-developed responses relevant to the chosen item.
- It is expected that candidates write accurately following correct spelling, punctuation, and grammar rules.
- A range of sophisticated language that draws interest to the reader with well-linked sentences as well as the successful reference to different time phrases will assist candidates to excel.
- Candidates should proofread their responses.

## General comments

In general, this year candidates have performed reasonably well. Almost all candidates answered both sections of the paper as required regardless of their ability. To score in higher bands in **Section A**, reference to all bullet points with good vocabulary, correct spelling, varied sentence structures, and tenses are required, and most candidates were able to present their ideas correctly addressing these questions. Weaker answers in this section were characterised by a lack of good presentation, missing reference to bullet points, spelling errors, dialectical language, and improper use of tenses or idioms.

In **Section B**, responses that showed a consistent reference to the essay title across their work, with a clear and sophisticated style and ability to establish their thoughts with appropriate vocabulary, logic, correct spelling, idiomatic language, varied sentence structures, and tenses were credited with higher marks. Sometimes by a small number of candidates, the essay theme was not adequately addressed, or they wrote answers that were too long or too short, parts of the response were digressed or deviated from the original theme and inconsistent spellings were used which led to lower marks. This could have been avoided by drafting a plan before writing the piece.

## Comments on specific questions

### **Section A**

#### **Question 1**

In **Section A, Question 1** was the most popular one and approximately 97 per cent of candidates responded to this question. In **Question 1**, candidates were required to write a letter to their friend describing the experience of spending a summer holiday at another friend's village. All those who attempted this question wrote a very realistic answer from their experience. Some of the descriptions were indicating their real-life unforgettable enjoyment, expressing their excitement linked to the description of the rising of the morning sun or their experience of enjoying the full moon or boat rowing, fishing, etc. These references appropriately vivified their feelings. A very insignificant number of candidates referred to visiting their own village, and some linked to a different season such as winter. Some candidates also omitted to answer certain parts of the bullet points, hence they could not achieve good scores. It is therefore recommended that the candidates

should read all parts of the question and provide an accurate account of the specific event as demanded in the question.

## Question 2

In this section, for **Question 2**, candidates need to write a leaflet or flyer on healthy regulations for kids. Interestingly, those who attempted this question, tended to be well articulated and addressed confidently with appropriate vocabulary and varied sentence structure referring to all bullet points. Only a few candidates, approximately 3 per cent of candidates, chose this question. To reiterate, candidates would benefit by preparing for a variety of responses for **Section A**, such as a letter, report, dialogue, or speech.

## **Section B**

### **Question 3**

In **Question 3**, candidates are required to write an essay describing 'A whole day zoo experience with family'. Approximately 68 per cent of candidates had chosen this question and hence, it was the most chosen essay title this year. The overall quality of this response was quite good. For most candidates, it was a realistic narration of their personal experiences. It was pleasant to see evidence that candidates had taken a great interest in narrating their outdoor experience which helped them to bring originality to their work, although there were some occasional slips. Some of the candidates tried to deliver a creative piece of writing by using imagery, similes, a wide range of adjectives, and in some cases idioms and proverbs as well. A small number of candidates could improve their writing by avoiding deviation, inconsistency, spelling, and other grammatical errors.

### **Question 4**

In this question candidates are expected to evaluate their perspective on 'Arts, culture and sports are equally important as education in building our character'. Approximately 11 per cent of candidates had chosen this question and hence, it was the least chosen essay title this year. The best answers integrated formal description with a convincing discussion of the context and concepts. The very best essays were extremely well argued and logically organised. A few candidates were unable to identify a clear impact of arts, culture, and sports on shaping human character. To achieve high marks candidates must read carefully every word of the essay title to address the question's demand.

### **Question 5**

In **Question 5**, candidates are required to write an essay about 'Humans have caused natural disasters by destroying the environment'. Approximately 21 per cent of candidates had chosen this question which stands out as the second most popular essay topic this year. It was pleasing to see evidence that candidates had devoted their awareness to environmental pollution. The best responses addressed with the scientific terminology considered significant aspects of pollution and human influence as well as supporting with justified examples. A few candidates wrote from their memorised language. Candidates need to answer the question set; those who had provided an answer for a question they had prepared for, rather than for the question on the question paper, were limited to low band marks. Candidates also need to be mindful of the word limit, accuracy of spelling, and appropriate use of idioms to achieve higher marks.

# BENGALI

**Paper 3204/02**  
**Language Usage and Comprehension**

## Key messages

- It is important that candidates carefully identify the key points required to answer each question.
- It is expected that candidates write accurately following correct spelling, punctuation, and grammar rules.
- Candidates should proofread their responses.

## General comments

This paper comprises use and comprehension of Bengali which is comparable to last year's question paper. Candidates were tested on their knowledge of grammar, manipulation of sentences and comprehension skills through a variety of tasks. It was pleasing to note that most candidates had completed the paper within the time allowed. There were very few examples of unfinished or partially answered questions. The performances of several candidates were outstanding, though there were examples of candidates who could have achieved better by providing adequate and relevant exam techniques for this examination. Most candidates coped well with basic grammar tasks and the comprehension questions though at a varied level. The quality of the Bengali in answers was very wide. Some candidates demonstrated the ability to manipulate the language very skilfully. There were also instances where candidates were unable to write answers in their own words, even at a very simple level. It should be noted that candidates 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, if it does not interfere with comprehension.

## Comments on specific questions

### **Section A**

#### **Question A1: Separation of words (1–5)**

This question comprises the task to separate 5 compound words. This task was quite straightforward, though the responses varied due to not knowing the grammatical process of separation appropriately. Some candidates answered **Question 1** incorrectly. Here the word is দুঃখমী and the answer is দুঃখ + আমি। But candidates came up with various wrong answers such as দুঃ + টামি, দু + অষ্টমী, দুঃখ + অমি। For **Question 2**, a large number of candidates answered শীত + আর্ত instead of শীত + ঋত। Some weaker candidates also found **Question 4** difficult. Instead of the correct answer ষট + যন্ত্র they wrote ষড় + যন্ত্র। However, many candidates answered **Question 5** correctly with occasional mistakes such as সণ + চয় or সঞ্চ + অয় correctly. The average score recorded was 6.

#### **Question A2 Idioms, Proverbs and words in Pairs (6–10):**

This question comprises a gap filling task followed by idioms, proverbs and words in pairs to be lifted in the appropriate gaps in five set sentences. It was pleasing to see the majority candidates were able to answer this question correctly, though there were instances where a number of candidates struggled to lift the

correct idioms / proverbs / words in pairs. In **2(a)** (6), some candidates picked a wrong proverb (9) তেলা মাথায় তেল দেওয়া instead of বসন্তের কোকিল (7). Similarly, some candidates misplaced (6) with (2). However, more able candidates scored full marks. The average score on this question recorded was 8 marks.

### Question A3 (11–15)

The task comprises the transformation of sentences based on clues either at the beginning or at the end of the sentence. This question was responded well by more able learners. However, less able candidates responded poorly particularly on **Question 12** and **Question 13**. Weaker candidates often struggled to manipulate particularly the essence of A3(11), A12 and A3(13) appropriately and so scored less than expected. Most candidates answered **Question 11** correctly although some came up with odd answers like স্বাস্থ্য ভাল রাখতে হলে অনিয়মিত ব্যায়াম করতে হবে না। In answering **Question 12** some candidates just reshuffled the words without manipulating the language such as জাতির উন্নতি সম্ভব না প্রকৃত শিক্ষা ছাড়া। Candidates found answering **Question 14** the most challenging. Very few answered it correctly. Some have just made the sentence negative or inquisitive. For example, they have written বিল গেইটস যে একজন দানবীর সেটা কেউ জানে না বিল or গেইটস কী একজন দানবীর নয়?, etc. **Question 14** was very well answered. Most candidates understood what was required to do to correctly answering this question which was changing a direct speech to indirect speech. Although correct transformation was changing আমি to তুমি and গতকাল to আগেরদিন। The majority of candidates did so, but some wrote গতকাল which was accepted as a correct answer. But a handful of candidates wrote আগমিকাল which was obviously the wrong answer. There was a lot of evidence of syntax errors such as তুমি আসেনি, আমি আসেনি। The average score recorded on this question was 8 marks.

### Question A4: Cloze Test (16–25)

This is a gap filling exercise where candidates had to choose the 10 correct words from the word list provided. This question proved quite accessible to most candidates as the candidates' performance in this section was very good. However, weaker candidates often struggled to lift and match correct words for gaps 17 and 20 where candidates wrote লম্বা instead of আকাশচুম্বী. **Question 20** posed a difficult challenge for many candidates as they picked up either তৈরি or প্রবাহিত instead of নির্গত which in fact is the correct answer. The average score for this question was 16.

### Section B5: Multiple Choice Question comprehension (26–32)

Although the questions were quite challenging, most candidates answered them correctly. However, some candidates struggled particularly on **Question 29** and **Question 30** to choose the most appropriate answer. The average mark scored was 10.

### Section C6: OE comprehension (33–38)

This question comprises of OE comprehension followed by a set questionnaire. Many candidates performed well on this question particularly on **33**, **34**, **37** and **38**. However, **Questions 33** and **34** proved confusing to several candidates as they made mistakes for **Question 33** and put them for **Question 34** which resulted in these candidates scoring fewer marks than expected. Performances in **Question 36** were not as good as expected. Many candidates confused the geographical location and the history of the Santorini Island which resulted in them scoring fewer marks. The average score for this question was 32.

### Section C7: Vocabulary (39–43)

This was the most challenging section. On the whole performance was poorer than previous years and very few candidates scored full marks in this section. In answering **Question 39**, candidates wrote words such as সাবধানে, সুরক্ষিতভাবে, ঠিকভাবে, সঠিক, etc. For **Question 40**, Quite a few candidates used words like দর্শনীয়, সুদর্শন, সুন্দর, etc. Few candidates gave the opposite meaning, such as যাহা দেখা যায় না; many candidates used words like প্রচলিত, মনোমুগ্ধকর, চলমান. Many mistakes were made in answering **Question 42** where incorrect words like যায়গায়, দিক, সীমান্ত, কোণ were used. A similar pattern was evident in the answers to **Question 43**. Candidates

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have come up with irrelevant synonyms such as দেখার মতো, শান্তিপূর্ণ, মন ভোলানো, নানা রকম, etc. The average mark scored was 4.