



GCSE **Bengali**

8638/RF Paper 1 Reading Foundation Tier

Report on the Examination

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General comments

The performance of students and assessment were slightly different to previous years because of changes were made to the 2024 papers to reflect the removal of the regulatory requirement to test vocabulary outside of the published vocabulary list.

The students who sat this examination appeared to have prepared very well for the demands of the paper and this was evident in the way the various questions were tackled. There were, very few un-attempted answers and the majority responded to the questions fully, with a good level of detail. However, the students need to ensure that their responses to true, false and not in the text technique questions as well as the multiple-choice style questions are as clear as possible. Sometimes, a variety of upper case and lowercase letters are used. For clarity's sake, consistent use of uppercase letters would be advantageous both for students and examiners.

The paper proved accessible and there were several pleasing scripts, with questions 01, 02 and 04 being particularly well answered by many students. There were also far fewer blank answers for the translation question (14).

Section A

Question 1

This question was well answered and gave students a positive start to the paper. As would be expected in a low demand question the vocabulary associated with the topic was well known by many students. The only problem was in 1.3 where many had difficulty choosing between *watching football*, *watching television* and *going to gym*. and so, couldn't score any mark there.

Question 2

Students also did very well on this question, with more than 90% of all students scoring at least three of the four marks available. The main challenge was question 2.4 where many chose a variety of responses ie, *cooking*, *chatting*, *reading* etc rather than *walking*.

Question 3

This task involved table matching activities to stay healthily, positive/negative opinions and was generally very well answered, with only 3.2 causing some difficulties due to their inability to differentiate the reference to *avoid sugary food* and *avoid fried food*. A substantial number of students did score the maximum four marks for this question which was pleasing.

Question 4

This task involved identifying the past, present and future activities with reference to *Saving the Environment* and was generally very well answered, with only 4.4 causing some difficulties due to the failure in relating the *charity work* with *animal care*. Many students did score the maximum four marks for this question where the elements were targeting a medium level of demand at the Foundation Tier.

Question 5

This is the first question on the paper which proved more challenging for some. 5.1 was generally well done for the advantage (hot/tasty food) but the disadvantage (*long queue/waste of time*) was rarely answered correctly. In question 5.2, many scored for either the advantage (*everyone feels equal*) or the disadvantage (*boring/make-up not allowed*) but far fewer scored both available marks.

Question 6

This was an overlap question, a literary text aimed at the higher grades. As a result, many experienced difficulties with this question, as is to be expected. Question 6.4 was nearly always correct whereas question 6.7 was the least well answered part. This was because the reference to *tourist guide* was not understood and led to many choosing true or false rather than not in the text. Question 6.6 also caused issues for many as they were not able to differentiate between *recitation* and *singing*. The remaining questions were met with more success.

Question 7

This question on museum reviews had a good success rate; although only around 45% of students gained full marks with just under 85% gaining at least 2 out of the 3 available marks. Most students failed to identify item 7.1 as P+N, due to the words *বিরক্তিকর* and *দারুণ*. *ঝালঝাল* which were not well-recognised by several students.

Question 8

The environment is always a challenging topic across all 4 papers and both tiers; on this occasion students did not do well in all parts of the question. For part 8.1 the vast majority simply answered ‘recycling’, not relating *rubbish* or *school waste* to competition (the answer required was ‘school waste recycling competition’). For question 8.2, most students were unable to answer correctly due to not recognising the word *দেবাজে*. Centres should remind students to make full use of the vocabulary lists published within the specification. For question 8.3, most students failed to relate *making* and *showing the film* in the assembly. Under 20% of students scored a mark here. In item 8.4, the word *deposit* was not known to many students, with less than a fifth scoring a mark.

Section B

Question 9

This selection question about the use of places in the local area was answered relatively well. Over 60% of students gained at least 2 marks, with over 20% gaining all 3 marks. This was very encouraging as this was the first question on the target language, so written entirely in Bengali.

Question 10

This question proved challenging for students. Many students did not recognise the word *নিষেধ* and so were not able to identify the *do’s* and *don’ts* from the table grid about school rules. However, less than a half of students managed to score 1 mark one out of three available for this question.

Question 11

The question on a celebration required students to understand the detail of the paragraph and place the missing word in the correct part of the text. Many students failed to score full marks in this question due to their confusion whether to put the letters of correct answers in serial order or to put answers in any order. By writing letters in any order, they were not able to gain full marks on this question. Only around 15% of students scored 2 marks out of four marks with just over 40% of students scoring 1 mark.

Question 12

This abridged extract from *নয়নমামার রহস্য* was an overlap question with the Higher tier paper and was therefore a challenge for many Foundation tier students. On average fewer than 50% of students gained the marks for this question, except for part 12.1 where nearly 20% wrote the correct answer. Most students were not able to relate the word *পেশাগত* to *চিহ্নিত* words which proved challenging to most students.

Question 13

This was the third overlap item in this paper and was also, therefore, a demanding question at this level. Over 14% of students answered question 13.1 correctly, with around 10% answering question 13.2 correctly. Question 13.3 proved to be the most challenging item as fewer than 10% of students managed to score correctly here. It was disappointing to note that around half of students submitted blank responses for all parts of the question, far higher than on any other item on the paper.

Section C**Question 14**

As in all previous series, the quality of responses for the translation item was varied. There were relatively few students who scored more than 4 marks. Some students translated words like *জনপ্রিয় বেহালা বাদক* wrongly– this omission often changed the meaning of the piece, so it is important that students try really hard to make sure they include them. The successful section of the piece were: *আমি এবং আমার ভাই, আমি বাইরে যাইনি* although many mistranslated *বাইরে যাইনি* and *ব্যস্ত থাকবো*. Many students were challenged by the section: *প্রতি সপ্তাহান্তে শহরের কেন্দ্রে জলসা দেখতে যাই* and *বার্ষিক পরীক্ষার জন্য ব্যস্ত থাকবো*. Many thought the friend was an actor, a significant number did not recognise *ঠাণ্ডা আবহাওয়া* and some translated *শহরের কেন্দ্রে* as visiting places. It was disappointing to see that most students were not able to score many marks in this section, and centres are encouraged to use past papers to allow students to practice this section ahead of examinations.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.