



GCSE **Bengali**

8638/WF Paper 1 Writing Foundation Tier

Report on the Examination

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General comments

The quality of work produced for this component was encouraging. Students were able to score marks over a variety of questions. The majority of students had been entered appropriately for this tier. The quality of work seen in the overlap questions was of a higher standard in Higher Level than at the Foundation tier. The ability to use different tenses and more complex language was impressive and students were also able to express and justify opinions well.

Where students failed to score marks, it was due to inaccuracies in communicating messages. The usual reasons for this is the omission or misinterpretation of the bullet points in Questions 2 and 4. For example, *dupurer khabar* (food at lunch), *skuler poshak* (school uniform), *jara gaan geyechilo* (who sang songs), *melay ja ja hoyechilo* (what happened in the fair), which they could not express properly, or they failed to answer the bullet points. These types of responses achieved less marks.

Question 1

For this question, there are 8 marks for Communication where students are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to the assessment criteria.

In this question, students who had responded to 1.1, 1.2, 1.3 and 1.4 and communicated successfully, received full or some marks but no response or incorrect responses were not awarded with any marks.

Advice to students

- Write your responses in the form of a sentence
- Aim to use the proper words eg, nouns and verbs

Question 2

For this question, there are 10 marks for Content and 6 marks for Quality of Language (16 marks in total). Students should write approximately 40 words on four different bullet points. All bullet points are compulsory and must be covered, but there is no need for equal coverage of the bullets.

Content

This question was well answered by the majority of students as they are familiar with everyday activities of school life. Most of the students were able to respond correctly and achieved full or high marks but omission of bullets or inaccuracies in responses led to less marks for few students.

Quality of language

The key features for assessment here are evidence of variety of language, attempts at complexity, time frames and accuracy.

Students were able to show a variety of vocabulary in relation to the four bullet points of their chosen question. This came automatically as they were asked to write about diverse topics.

Both questions elicited language which referred to past, present, and future events and students had the possibility here to show a knowledge of different tenses. This was not always done successfully, in particular with the bullet points requiring reference to the past.

When giving opinions, many students were able to use different verbs and adjectives which lent greater variety to their writing. Two bullet points per question directly elicited opinions.

Variety of language was achieved in various ways: different adjectives; different persons of the verb; some variety in the nouns and verbs used. This was done successfully sometimes.

The other strand in Quality of language is the accuracy of the writing. The more common, major errors were with verbs, either with the wrong person or the wrong tense of the verb.

Advice to students

- Aim to write approximately the suggested number of words.
- Mention all of the bullet points. Attempt to write something about them rather than omitting them. Tick off the bullet points on the question paper once they have been covered.
- Identify which bullet points target the different time frames and check that your verb formation is accurate.
- Make sure you include opinions as required by the task.

Question 3

For this question, there are 5 marks for *Conveying key messages* and 5 marks for *Application of grammatical knowledge of language and structures*. Given that the level of demand of the messages was aimed at covering grades 1 to 5, the question differentiated well, with all students able to score some marks.

The sentences were divided into 12 key messages, as in the table below.

1	I have two sisters.	আমার দুটি/দুজন বোন আছে।
2	I am studying at ...	আমি ... পড়ছি।
3	a sixth form college.	... একটি সিক্সথ ফর্ম কলেজে ...
4	My mum helps ...	আমার মা ... সাহায্য করেন।
5	... homeless people ...	... গৃহহীন (বাড়িঘর নাই এমন) লোকদের ...
6	... through voluntary work.	... স্বেচ্ছাসেবার মাধ্যমে ...
7	Last Saturday, ...	গত শনিবারে ...
8	... we attended our cousin's ...	... আমরা আমাদের চাচাতো/মামাতো ভাই/বোনের ... গিয়েছিলাম।

9	... wedding anniversary party.	... বিয়ে বার্ষিকীর অনুষ্ঠানে ...
10	Next year, ...	আগামী বছর, ...
11	... we will go to Dubai ...	... আমরা ... দুবাই যাবো।
12	for a holiday.	... ছুটি কাটাতে ...

Very few students achieved full or high marks in this question with correct application of grammatical knowledge of language and structures. Many students failed to translate due to poor knowledge of vocabulary and sentence structures or left partly/fully untranslated.

Application of grammatical knowledge of language and structures

Minor errors did not prevent marks being awarded for conveying key messages provided they were communicated. These inaccuracies were considered when deciding on the mark for the application of grammatical knowledge of language and structures. For example, wrong word order, the slight misspelling did not affect communication so were not taken into account under this area of assessment.

Advice to students

- Practise high frequency words and phrases, especially connectives and prepositions.
- Check carefully that all aspects of the translation have been addressed accurately, particularly the short words.

Question 4

For this question, there are 10 marks for Content and 6 marks for Quality of Language. Students are required to write approximately 90 words in total on four different bullet points. All bullet points must be covered, but there is no need for equal coverage of the bullets. The quality of work seen was generally good, with many students able to provide extended responses which demonstrated their ability to develop ideas, express opinions and refer to different time frames. Where students were less successful, this was mainly due to misinterpretation or omission of bullet points and quality of language, which at this level led to more scope for error.

Content

The criteria for assessment focus on four elements: coverage of the bullet points, development of ideas, clarity of communication and expression of opinions. Students need to be reminded that coverage of all bullet points is key, as misinterpreting or omitting even one means that the award of a mark above 6 is impossible, given that for the award of marks in the range 7 – 10, all aspects of the task must be covered.

Question 4.1

This was the more popular choice with students. It was a topic with which students are familiar, but it is important to remind students that the specification requires them to use their knowledge to respond to the exact requirements of the task rather than an unconnected topic. This question was well answered by

the majority of students who achieved high marks. A few students did not target one or two bullet points as they failed to realise the precision or could not understand the 1st bullet '*who sang songs*' and/or the 2nd bullet '*what other activities took place in the fair*' therefore, this led to less marks.

Question 4.2

The key features of the criteria for assessment here are variety of language, attempts at complexity, time frames and accuracy. Students were able to show a variety of vocabulary in relation to the four bullet points of their chosen question. This came automatically as they were asked to write about diverse topics. Both questions elicited language which referred to past, present, and future events and students had the possibility here to show a knowledge of different tenses. This was not always done successfully, in particular with the bullet points requiring reference to the past.

This question was well answered by a good numbers of students who achieved maximum marks in this question, but a small number of students failed to understand one or two bullet points, eg they failed to understand the 3rd bullet '*your opinion on food bank*' and/or the 4th bullet '*your future plan for charitable work*' which led to less marks.

Quality of language

The key features for assessment here are writing in variety of language, attempts at complexity, time frames and accuracy.

Students were able to show a variety of vocabulary in relation to the four bullet points of their chosen question.

Both questions elicited language which referred to past, present, and future events and students had the possibility here to show their knowledge of different tenses. This was not always done successfully, in particular with the bullet points requiring reference to the past.

When giving opinions, many students were able to use different verbs and adjectives which added greater variety to their writing. Two bullet points per question directly elicited opinions.

Complexity at this tier was achieved in various ways: infinitive constructions; subordinate clauses; the use of longer sentences formed using connectives; comparatives; negatives and the use of adjective. At this level, the subjunctive is probably being used in the form of a set phrase, but it still adds complexity to the writing.

The other strand in Quality of language is the accuracy of the writing. The more common, major errors were with verbs, either with the wrong person or the wrong tense of the verb.

Advice to students

- Aim to write within the suggested number of words.
- Mention all of the bullet points. Attempt to write something about them rather than omitting them. Tick off the bullet points on the question paper once they have been covered.
- Identify which bullet points target the different time frames and check that your verb formation is accurate.
- Make sure to include opinions as required by the task.

Mark Ranges and Award of Grades

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