



GCSE

Bengali

8638/RF Reading (Foundation)

Report on the examination

Version: 1.0
June 2025

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General comments

The paper appeared to discriminate well, and most students completed all the questions. It is designed to follow a series of peaks and troughs within a steady incline of demand to encourage students of all attainment levels to attempt all questions within the paper.

Students were well prepared to answer questions in most of the topic areas. The vast majority attempted all the questions and most responded to the questions requiring answers in English in Section A and Bengali in Section B. However, there was an apparent increase in unclear handwriting in the verbal responses, which were often difficult to decipher. Moreover, some students did not write clearly in the non-verbal responses. Many students also used lower case letters which were often hard to make out professional judgements during marking. There were also far fewer blank answers for the translation question (Q14). The questions which discriminated most effectively were, QA4, A5, A8, A13, B11, and C14.

Section A

Question 1

This question was about the choice of eating out. And was responded correctly answered correctly by less than 50% of the whole cohort. Most people answered the question but came up with the wrong answer, It implied a negative discrimination where most students could not identify correct food items particularly on Q1.1 and 1.2 with the success rate of 39.81% and 38.38% respectively.

Question 2

Students also struggled to respond correctly on this question. with less than 50% of all students scoring at least two out of the four marks available. The main challenge was in responding to question 2.3 and 2.4 where many chose a variety of responses i.e., *badminton*, netball, reading etc rather than *netball* and *chess* which were the correct answers for 2.3 and 2.4 respectively

Question 3

This task involved matching activities to people regarding a fundraising, and was generally very well answered, with only 3.2 causing some difficulties due to their inability to differentiate the reference to *poor* and the *homeless*. 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 *the usage of different medias* and was generally very well answered, with only 4.1 causing some difficulties due to the failure in relating *the skill to be gained with* providing *online* training. Many students did score

the maximum four marks for this question which was pleasing for a question where the elements were targeting a medium level of demand at the Foundation Tier.

Question 5

This is the second question on the paper which proved more challenging for some. 5.1 was generally well done for the advantage; *helps finding a job*) but the disadvantage; *tiring* was rarely answered correctly. In question 5.2, many scored for the advantage; *helps older people*. However, the disadvantage; *pressure of studies* was not picked up as the correct answer particularly by less able students.

Question 6

This was an overlap question, a literary text aimed at the higher grades at the Foundation Tier. Though this question complies a higher level of demands, it was evident from the Item Level Statistics many students scored good marks from most parts of the question with more success. However, 6.5 was the least well answered part. This was because the reference to *family business* was not understood by most less able students and led to many students choosing *true or false* rather than 'not in the text'. 6.7 also caused issues for many students as they could not link the phrase 'made homeless' to 'after becoming a magician' and came up with only 15% success.

Question 7

This question on Life at school proved challenging with a good success rate with an exception of Q7.3. Most students failed to identify P+N, due to the words *পাঠ্যক্রম* and *সমস্যা* were also not well-recognised by several students with a success rate of only 33.33%.

Question 8

This question on *Marriage and Relationships* also proved challenging for less able students. For 8.1 several students simply answered 'marrying, or birthday', not relating to *marriage anniversary*. In fact, only 33.33% got it correct. For 8.2, several students could not answer correctly due to not recognising the word 'odd one out' with 32.41% success rate. For 8.3, most students failed to identify the opinion as *positive or negative* with only 39.81% success rate. The most challenging part of the question proved was 8.4, where the word 'disagree' in the context of *relationships* was not known to many students and so the mark score was only 10.19%.

Section B

Question 9

This question about qualities of the family members was answered relatively well. Over 52.70% students gained at least 2 marks, with over 11.11% gaining all 3 marks. This was very encouraging as this was the first question of the target language section so was written entirely in Bengali.

Question 10

This question on matching some notices with the context was answered well by able learners. However, several less able students struggled to match correctly due to their inability to recognise words i.e., words i.e., is l p, U,, uñŸi OA qĚĂ{ l É and so succeeded with a minimum score of 11.11%. However, over 60.19% students gained at least 2 marks.

Question 11

This question on a *job advert* required students to understand the paragraph down to the last detail and place the missing word in the correct part of the text sequentially. Many students struggled 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 could not gain full marks on this question. In fact, only 9.26% students scored full 4 marks; 13.89% scored 3 marks; 29.63% students scored 2 and 50.38% scored only 1 mark out of four marks.

Question 12

This abridged extract from *বাড়ির নিয়ম* was an overlap question with the Higher tier paper and was therefore a challenge for many Foundation tier students. Nobody scored more than 1 mark on this MCQ question. On average fewer than 60% of students gained 1 mark out of 4 on this question, except for part 12.3 where nearly 21% scored the correct answer. Most students could not link the phrase *দাঁকু-জোড়াকু* to *দাঁকু* and so struggled to score even 1 mark with a minimum success of 25%.

Question 13

This was the 3rd overlap item in this paper and was, therefore, a demanding question at this level. The overall performances of students on 13,1 was nor satisfactory with a susses rate of 13% only. However, 13.2 was performed better as compared to 13,1 with a success rate of 42% answered 13.1 correctly. and 10% answered 13.2 correctly. 13.3 proved to be the most challenging item as only 8% students managed to score correctly there. It was disappointing to note that 44% of students submitted blank responses on 13.1.

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. Several students missed translating '*pnoaw*' and this omission often changed the meaning of the sentence. So, it is important that students try hard to make sure they include key words like them. The successful section of the piece was: '*R_ā āōāp ^É t āx*' and '*uāw {ān / āl vā*' (although many mistranslated *iwā āá] áx* and / *āl*). Many students were challenged by the Section: '*R_ā Č{āā R u wā _āál] áw; y / áww s.āw Y] b x ā ī _ nyp Čīn^ál vās*' and '*čāál R_ā uāw s.āál āxā.*' Many thought that 'uncle' was

their *'mother*, a significant number translated *bxā'ī nypā* as a movie. To sum up, it was very disappointing to see that most students could not score even 4 marks out of 9. Adding to that, about 30% students left the answer totally blank.

Mark Ranges and Award of Grades

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