



GCSE

Bengali

8638/WF Paper 4 Writing Foundation Tier

Report on the examination

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General comments

The quality of work produced for this examination was encouraging. The paper successfully differentiated between levels of ability, allowing students to score marks across a range of questions. Most of students had been entered appropriately for this tier. The standard of responses to the overlap questions was noticeably higher than those at the Foundation tier. Many students demonstrated an impressive ability to use a range of tenses, and more complex language, and were also able to express and justify opinions effectively.

Where students failed to score marks, this was often due to inaccuracies that caused confusion or reduced clarity in their communication. A frequent problem was the omission or misinterpretation of bullet points in Question 2. For example, a prompt such as “study table or garden” required students to describe how they keep these areas clean and tidy. However, some responded with statements like “I have a study table” or “I have a garden,” which did not address the task in full and therefore could not be awarded full marks.

Similar difficulties were noted in Question 4, particularly in the third bullet point, which often required students to express personal views or opinions. Many students misinterpreted these prompts, responding instead with factual statements or guesses. For example, when asked for their opinion on a TV programme they attended, or on the level of spending at a wedding, some students treated the question as a factual query, attempting to estimate the actual cost of the wedding they attended rather than seeing it as an invitation to share a personal opinion. Consequently, such responses tended to score lower marks.

Question 1

Content

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, maximum 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 e.g., nouns and verbs

Key Recommendations

- Write complete sentences to clearly describe the photo.
- Use accurate vocabulary, focusing on correct nouns and verbs.
- Check your spelling carefully to avoid errors.
- Ensure each sentence conveys a clear and relevant message.

Question 2

Content

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 in total about four different bullet points. All bullet points are compulsory and must be covered, but there is no need for equal coverage of the bullets.

This question was well answered by most of students as they are familiar with everyday activities at home. 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 the few students.

Quality of language

The key features of the criteria for assessment here are a variety of language, grammatical structures, attempts at complexity, time frames and accuracy.

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

This question elicited language referring to present and present perfect events. However, it also offered students the opportunity to demonstrate their knowledge of other tenses, such as past and future. This was not always achieved successfully, which resulted in lower marks.

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 roughly the suggested number of words.
- Respond to all 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*. Teachers are reminded that the key messages are designed to include a level of demand aimed at covering Grades 1 to 5 and that all students should be able to communicate some messages despite minor errors. The question differentiated well with all students being able to score some marks.

The sentences were divided into 12 key messages. Students who were able to address all these messages received full marks for content, while marks for language varied according to their ability to apply grammatical knowledge and use appropriate language structures.

Performance Overview

Only a small number of students achieved full or high marks for the correct application of grammatical knowledge, including language and sentence structures. The majority struggled to translate accurately, often due to limited vocabulary and weak command of sentence construction. Many left some parts either partially or fully untranslated.

Application of grammatical knowledge of language and structures

Minor errors did not preclude students from scoring marks for conveying key messages, provided that communication was clear. However, inaccuracies such as incorrect word order or minor spelling errors were noted and influenced the marks awarded for grammatical accuracy. It is important to consider that errors which do not impede understanding were treated with some leniency in the marking process.

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 little words.

Key Recommendations

- Practice high-frequency vocabulary, especially connectives and prepositions.
- Check carefully that all parts of the sentence, including small words, are translated.
- Focus on improving sentence structure and word order for grammatical accuracy.

Question 4

For this question, there are 10 marks available for Content and 6 marks for Quality of Language. Students are required to write approximately 90 words in total, covering four different bullet points. While all bullet points must be addressed, equal coverage is not necessary.

The overall quality of work was generally good. Many students provided extended responses that demonstrated their ability to develop ideas, express opinions, and refer to different time frames. Where students were less successful, it was mainly due to the misinterpretation or omission of bullet points, or weaknesses in language quality, which at this level resulted in a higher likelihood of errors.

Content

Assessment criteria focus on four key areas: coverage of the bullet points, development of ideas, clarity of communication, and expression of opinions. Students should be reminded that addressing all bullet points is essential. Misinterpreting or omitting even one bullet limits the maximum mark for Content to 6, as marks in the 7–10 range require full coverage of all aspects of the task.

Question 4.1

This was an unfamiliar topic for many students, as most of them have not had the experience of attending a TV programme. It is important to remind students that the specification requires them to respond precisely to the task, using their knowledge appropriately, rather than writing about a loosely related topic.

Only a small number of students answered this question well and were able to achieve maximum marks. However, a large number of students misunderstood the task. Many thought they were required to write about a TV programme they had watched, or about a community or social event, such as a wedding or birthday celebration. Additionally, the third bullet point 'opinion on such a TV programme' was often misinterpreted. As a result, many responses did not fully meet the task requirements and received lower marks.

Question 4.2

The key features of the assessment criteria for this task are variety of language, attempts at complexity, use of different time frames, and accuracy. Students were generally able to demonstrate a good range of vocabulary in relation to the four bullet points of their chosen question. This occurred naturally, as the prompts required them to write about diverse topics.

Both questions encouraged the use of language referencing past, present, and future events, giving students the opportunity to showcase their knowledge of different tenses. However, this was not always done successfully—particularly in response to bullet points requiring reference to the past.

This question was well answered by a good number of students, many of whom achieved full marks. However, a small number of students had difficulty understanding one or two of the bullet points; particularly the third, 'your opinion on expenditure at weddings', which led to lower marks.

Quality of language

The key features of the assessment criteria here are variety of language, attempts at complexity, use of different time frames, and accuracy. Students generally demonstrated a good range of vocabulary related to the four bullet points of their chosen question. This variety often came naturally, as the tasks required writing about diverse topics. Both questions encouraged language, referring to past, present and future events, providing students with opportunities to showcase their knowledge of different tenses. However, this was not always successfully, especially in bullet points requiring reference to the past.

When expressing opinions, many students used a range of verbs and adjectives, which added variety and interest to their writing. Each question contained two bullet points specifically prompting opinions.

Complexity at this tier was achieved in various ways, including the use of infinitive constructions, subordinate clauses, longer sentences linked with connectives, comparatives, negatives, and adjectives. Although the subjunctive mood is likely used primarily in set phrases at this level, it still contributes to the overall complexity of the writing.

Accuracy is another critical component of Quality of Language. The most common major errors involved verbs, either incorrect person or incorrect tense.

Advice to students

- Aim to write approximately the suggested number of words.
- Address all bullet points. Attempt to write something about each rather than omitting any. Use the question paper to tick off bullet points as you cover them.
- Identify which bullet points require different time frames and check that your verb forms are accurate.
- Be sure to include opinions on where the task requires them.

Key Recommendations

- Ensure students address all four bullet points to achieve higher marks for Content: omitting or misunderstanding any limits scores.
- Encourage precise understanding of the task, especially for less familiar topics, to avoid irrelevant responses.
- Promote the use of a varied vocabulary and appropriate grammar, including correct use of past, present, and future tenses.
- Support students in expressing clear opinions where required, using a range of verbs and adjectives.
- Focus on improving accuracy in verb forms, particularly tense and person, through careful checking.
- Advise students to write approximately 90 words and to use the question paper to tick off bullet points as they respond.

Mark Ranges and Award of Grades

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