



GCSE

BENGALI

8638/RF: Reading Foundation
Report on the Examination

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General comments

Many students found the paper to be accessible and they seemed to have no difficulty following the rubrics correctly. Many were able to gain at least some marks for each question, though the more challenging questions inevitably caused serious difficulties for some students. There were very few non-attempted questions which was pleasing, although there was a lack of clarity in the handwriting of some students.

Section A

Question 1

This was a straightforward matching exercise to start with. However, many students were not able to score 100% due to their lack of understanding about time expressed using the 24 hour clock; some were not able to differentiate between am and pm; some students even wrote the time in Bengali and so did not score any mark. Students need to have a basic knowledge of time. They also need to read and understand the rubric for each question.

Question 2

In 02.1, many students knew the meaning of বড়ো. Several students were not able to link খেলার মাঠ to নেই and so were not awarded a mark there. Students scored well in 02.3 since the subject বাংলা was understood by most students. However, several students struggled to distinguish between পছন্দ and প্রিয় and so came up with wrong answers. In 02.4, ইউনিফর্ম caused some confusion and was often answered as 'school', 'science', 'maths' and 'breaktime'. The transliteration of the English word 'uniform' was generally well known by able learners though. There was a certain amount of guessing, with 'big', 'subject' and 'sport area' offered as answers.

Question 3

This was answered well overall, especially 03.1. However, in 03.1 'food sale' was often linked with 'poor' which was incorrect. In 03.2, the activity 'jogging' or 'concert' was matched with either 'homeless' or 'the elderly' when the correct answers were D 'car wash' and 1 'poor'.

Question 4

04.1 was well answered and most students picked up the correct abbreviation for 'now' to gain a mark. There was a failure to distinguish a 'job' and a 'pastime' in 04.2; the wrong grasp of 'now' and 'past' in 04.3; similarly, the wrong grasp of 'past' and 'future' in 04.4 led to some incorrect answers.

Question 5

Most students answered both parts of this question correctly. However, several students erroneously provided varied wrong answers as a disadvantage in 05.1 and so failed to gain a mark there. Similarly, in 05.2 some students came up with wrong answers as an advantage, for example 'talk to friends outside school', 'keep in touch with friends over message', 'gets to talk to

friends’, etc. Some other students gave wrong answers as a disadvantage in 05.2, such as ‘can be addictive’, ‘notifications’, etc, and so scored fewer marks than expected.

Question 6

Parts 06.1, 06.4 and 06.5 were often successfully done; however, there were misunderstandings in 06.3 and 06.6. Many students were not able to distinguish between ‘not mentioned’ and ‘false’ as well as ‘not mentioned’ and ‘true’. In 06.3, the use of ‘Nandigaon’ led many students to use ‘true’ as an answer rather than ‘not mentioned’. In fact, there were very few correct answers to 06.3.

Question 7

This was well answered by most students. The most obvious misunderstanding was in 07.2; the positive comments were understood but the subsequent ‘অর্থ অপচয় করা ঠিক মনে করি ন্দু, which adds a negative opinion, was often not considered. In 07.3 the negative comments were not always noticed; ‘উৎসব পালেন বাঙালি প্রথার অভাব রেয়েছ’ was often not considered as ‘negative’.

Question 8

This was well answered by able students, especially part 08.1. However, in 08.1 several students struggled to display the correct answer and came up with some wrong answers such as ‘bicycle’, ‘make own company’, etc. Similarly, in 08.2 many students came up with ‘make up’, ‘food’, etc and so did not score a mark because they failed to display the correct answer ‘colourful sportswear’. In 08.3 a number of students misunderstood the correct answer ‘own savings’ and came up with some wrong answers, for example ‘loan’, ‘help from family’, ‘promote on social media’, etc, and so did not score the mark there. In 08.4, instead of writing the correct answer ‘looked after her mum’ several students wrote ‘studying’, ‘cycling’, ‘cooking’, ‘worked at a shop’, and so were awarded no mark there.

Section B

Question 9

Although maximum marks were rare on this question, most students gained at least 2 marks which was pleasing. The phrase in stem E, ডাকবাক্সে কার্ড ফেলু, was often not understood or students were unable to relate ‘জন্মদিনের’ to ‘ডাকবাক্সে’ and so failed to gain a mark there.

Question 10

Although maximum marks were rare on this question, around 80% of students gained at least 2 marks which was pleasing. The main reason for not scoring full marks on this question was that many students were unable to distinguish between ‘do’ and ‘don’t’ and so came up frequently with some ‘don’t’ answers. Some students also misunderstood the difference between ‘free time activities’ and ‘chores’ which resulted in them scoring less than full marks.

Question 11

Many students failed to score full marks in this question due to their confusion about whether to put the letters of correct answers in serial order or to put their answers in any order. By writing letters in any order, they were not able to achieve full marks.

Question 12

For many students this overlap question was challenging. Only a handful of able students scored full marks. Answers to 12.1 and 12.2 were mostly correct, though many students failed to identify the correct answers from the plausible distractors in 12.3 and 12.4. The expressions 'timing' and 'distance' did not appear to be well-known by many students and so caused difficulties in their understanding.

Question 13

This text on local area which was in in both Foundation and Higher Tier Papers was challenging, particularly at Foundation Tier. At Foundation Tier, less than a quarter of students were able to grasp the terminology of 'past, present and future' events. Overall, across all time frames, just over half understood the terms, **ছিল**, **আছে** and **হবে**, and managed to score marks.

Section C**Question 14**

The translation question was not particularly successful at Foundation Tier. It was one of the tasks that was sometimes not attempted at all or, when attempted, produced some creative and at times surreal interpretations. Very few students failed to score at all and most translated at least part of the first sentence successfully. Students need to be reminded that precision is required here, and that paraphrasing is to be avoided. For example, the omission of words or use of the wrong pronoun cannot be rewarded. There were few totally correct answers, although there were also very few marks at the lower end of the scale. More than half of the students scored at least five marks out of the nine available.

Mark Ranges and Award of Grades

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