



GCSE

BENGALI

8638/RH: Reading Higher
Report on the Examination

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General comments

The majority of students found the paper to be accessible and the rubrics were followed in an exemplary fashion. Many were able to gain at least some marks for each question, though the more challenging questions aimed at the highest grades inevitably proved demanding for some students. Nevertheless, there were few unattempted questions which was pleasing and students' handwriting was generally clear. Care should be taken to ensure that the final answer is obvious to examiners, especially in the questions requiring a single letter for an answer. It may be unclear to the examiner, for example, if a student simply writes a letter above another one when changing their answer. The original answer should be crossed out and the new and final answer placed as near as possible to the box.

Section A

Question 1

There were several high scoring answers in this overlap question with a success rate of around 75%, as one would expect at Higher tier. The question allowed students to make a very positive start to the paper. Parts 01.1, 01.4, 01.5 and 01.7 were often successfully done. However, there were misunderstandings in 01.3, and 01.6. Many students were not able to distinguish between 'not mentioned' and 'false' in 01.3. In 01.3, 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. In 01.6 many students were not able to distinguish between 'anxious' and 'overwhelmed' and so came up with a wrong answer.

Question 2

The majority of students answered 02.2 incorrectly, though there was much confusion between শিক্ষা সফর and শিক্ষা which led to many answers such as 'at college/lesson'. However, 02.1, 02.3 and 02.4 were answered very well as many students frequently understood the 'venue' of the event in 02.3 as well as the 'arrangements' in 02.4.

Question 3

Students performed extremely well on this set of questions with a success rate of over 90%. Even questions which were less well answered (03.4) still had a success rate of over 80%. Clearly this was a topic which students were very comfortable with.

Question 4

This question was also very well answered with around 81% achieving at least two marks. In 04.4, a number of students picked up the wrong answer 'using an app' due to lack of their understanding of the phrase আগের মতো ফোনের মাধ্যমে নয়.

Question 5

All parts were well answered with the exception of 05.4, where less than half of students failed to score. It appeared that the phrases শিক্ষকরা আমাদের কাজের মান ভালো না হওয়া পর্যন্ত কাজ করান

and প্রশ্নের উত্তর দিতে সময় নেন were taken to reflect a ‘negativity’. The correct answer was in fact P (positive), but this was rarely considered.

Question 6

This question proved challenging to many students, particularly 06.1 and 06.3. In 06.1 many students were confused about less sugary food and linking it to the ‘change’. Rather they wrote ‘sugary food’ and so scored no mark there. In 06.4, many students struggled to understand the phrase স্বাস্থ্য ঝুঁকিপূর্ণ হচ্ছে and so came up with varied answers, for example ‘rice and pasta’, ‘health condition’, etc, and so scored no mark there.

Question 7

This question was answered well by many students. However a number of students struggled to relate the word ‘friendly’ with the correct answer stem ‘good relationship with his classmates’ in 07.1 and came up with the wrong answer, eg ‘very friendly’. Similarly, the wrong answer ‘wants to do well’ was placed where students were confused to match ‘ambitious’ with ‘higher education’ in 07.2. Question 07.3 was very well answered, though some wrote incorrectly that ‘he tries to fix himself’ / ‘he is mature’ rather than ‘he wants to rectify his own mistakes’.

Question 8

For many students this overlap question was challenging. Answers to 08.1 and 08.2 were mostly correct, though many students failed to identify the correct answers from the plausible distractors in 08.3 and 08.4. The expressions ‘timing’ and ‘distance’ did not appear to be well-known by many students and so caused difficulties in their process of eliminating distractors.

Section B

Question 9

Students performed extremely well on this tabular open response question about local area, with a success rate of over 75%. The reason for not achieving full marks on occasions was due to not knowing the appropriate reference to the past, present and future time frames and so writing the events in wrong places.

Question 10

This question was also very well answered with around 80% achieving at least two marks. There were instances where many students confused টাকাপয়সা দিচ্ছে with জামাকাপড় দেয়; or অভাবীদের with অভিবাসীদের, বয়স্কদের, গৃহহীন ও অসুস্থদের and so came up with varied incorrect answers.

Question 11

This question proved to be demanding and many students did not score as highly as expected, with fewer than half of all students scoring more than two marks. The question was challenging since all the answers were inferential. Many students were lacking the technique of being able to eliminate some options and identify the key points from the contents to relate to the correct answers.

Section C

Question 12

The translation question discriminated well with the whole range of marks applied. Very few students failed to score at all and around 78% scored at least four of the available marks. However, students need to understand that precision is required here; for example, incorrect use of tenses and the omission of key words, as well as incorrect grammatical structures, will prevent students scoring. Pronouns also need to be rendered accurately and paraphrasing should be avoided.

Mark Ranges and Award of Grades

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