AQA

GCSE
BENGALI

8638/WF
Report on the Examination

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General comments

The quality of work produced for this examination was encouraging. The paper differentiated very well and 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 generally of a higher standard than in the other Foundation tier questions. The ability to use a range of 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 which caused a delay in communicating messages. The usual reasons for this the omission or misinterpretation of the bullet points in Questions 2 and 4. For example, *mojar ghotona* (a fun activity), *shebamulok kaj* (charity work) which they expressed as '*amra onek moja kori*' ('we have a plenty fun') only or *ma-babar sheba kori* (look after/ take care of parents). These types of responses achieved less 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 these assessment criteria.

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

Advice to students

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

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 most popular with the students as they are familiar with spending time with friends. 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 some students.

Quality of language

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 the question.

Students had the opportunity 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 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 by a number of students.

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.
- 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 eat …	আমি ... খাই।
2	… rice and fish.	... ভাত ও মাছ ...
3	I am learning …	আমি ... শিখছি।
4	… a new language at school.	... স্কুলে একটি নতুন ভাষা ...
5	My mobile is modern …	আমার মোবাইলটি আধুনিক ...
6	… and very expensive.	... ও খুব/বেশ দামী ।
7	Recently, people made …	ফেলেছে/রেখেছে)।
8	… the local park dirty.	... স্থানীয় পার্কটিকে ময়লা ...
9	Next month, …	আগামী মাসে ...
10	… I will visit …	... আমি ... বেড়াতে যাবো।
11	… Bangladesh …	... বাংলাদেশে ...
12	… with my family.	... আমার পরিবারের সাথে ...

A small number of students achieved full or high marks in this question with application of grammatical knowledge of language and structures, but many students did not score marks for some sections due to gaps in knowledge of vocabulary and sentence structures, or left blank spaces.

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 or a slight misspelling did not affect communication, so were 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 'little 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, about 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 vast majority of students, many of whom who achieved maximum marks in this question but a few students either failed to answer one or two bullet points, or misunderstood the 3rd bullet 'mojar ghotona', which means a fun incident/occasion, which led to them scoring fewer 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 number of students who achieved maximum marks in this question but a few students failed to understand the one or two bullet points as they failed to understand the term 'shebamulok kaj' which means charitable work and which led to them scoring fewer marks.

Question 4.3

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 vast majority of students, many of whom who achieved maximum marks in this question but a few of students failed to answer one or two bullet points as they failed to realise the need for precision, which led to them scoring fewer marks.

Quality of language

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.

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.

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 roughly 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.

Mark Ranges and Award of Grades

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