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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. Most students were able to gain marks in each question in this paper as the paper was set to cater for all ability group. Students who failed to score marks was usually because of students' lack of knowledge of vocabulary and grammar which had an impact on communication and quality of language.

## Question 1

Students are required to write four sentences about what was in the photo. These questions were well answered and some students achieved maximum marks in this question. However, a good number of students failed to answer in sentences and instead produced single word or incorrect phrases which resulted in achieving marks or even no marks.

## Advice to students

- Include a verb, but keep the sentences short and simple to make sure you communicate a clear message.
- Ensure your writing is legible.

## Question 2

In this question there were 10 marks for content and 6 marks for quality of language. Students were required to write approximately 40 words in total on four different bullet points. All bullet points are compulsory and must be covered, but there was no need for equal coverage of the bullets.

## Content

In order for a response to reach the top band for content, students had to give clear information in relation to all four bullet points. The second, third and fourth bullets were done very well, but a number of students omitted any reference to the first bullet (exercise of choice), possibly because they did not understand what the word 'ব্যায়াম' (exercise) meant.

Students could write anything in relation to each bullet point, although the majority tended to give their opinion on each aspect.

Clarity of communication was important and there were often lapses in clarity when students tried to use tenses other than the present. There is no requirement to use the non-present tense in this question.

## Quality of language

In order to score well for quality of language, students had to show a variety of structures, but there was no requirement for complexity. So, where students gave opinions for each aspect, they could vary their language, for example by using verbs such as পছন্দ করি/করি না (like / dislike) or and adjectives such as ক্ষতিকর (harmful), উপকারী (beneficial) etc. Those students who kept to simple language like this also tended to produce accurate language, which is the other strand in quality of language. It not necessary to write more than the suggested 40 words. Many students did write more and very often this meant that more errors were made which impacted on the marks that could be awarded.

**Advice to students**

- Aim to write in approximately the number of words required.
- Attempt answering all the bullet points. If you miss out a bullet point entirely, you automatically lose marks for content.
- Tick off each bullet point on the paper once you have covered it.

**Question 3**

For this question, there were 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 grades 1 to 5, the question differentiated well, with virtually all students able to score some marks.

In the translation, the sentences were divided into 12 key messages.

1	I keep ...	আমি ... রাখি।
2	... my room tidy.	... আমার ঘর/রুম পরিষ্কার/গুছিয়ে ...
3	I am listening ...	আমি ... শুনছি।
4	... to music now.	... এখন গান ...
5	My dad ...	আমার বাবা...
6	... does the shopping.	... বাজার/ কেনাকাটা করেন।
7	Last Monday, my aunt ...	গত সোমবারে, আমার খালা/ফুপু/চাচী ...
8	... sent me ...	... আমাকে ... পাঠিয়েছেন।
9	... her wedding photos by email.	... ইমেইলে তাঁর বিয়ের ছবি ...
10	In the future, ...	... ভবিষ্যতে ...
11	... I want to be ...	আমি ... হতে চাই।
12	... an actor...	... একজন অভিনেতা/নায়ক ...

In order to gain full marks, they have to answer all the numbered items.

## **Application of grammatical knowledge of language and structures**

If one of the key messages contained a minor error or errors, it was still credited if the key message was still communicated. However, an accumulation of such errors had an overall effect on accuracy which could be reflected in the mark for application of grammar. Nevertheless, there was usually a direct correlation between the two marks.

Although the majority of students did very well in this question, a few students appeared not to be able to write the correct Bengali words for a few words or phrases eg, 'tidy', 'music', 'shopping', 'last Monday', 'in the future', 'actor', therefore they failed to achieve full marks.

### **Advice to students**

- Practice high frequency words and phrases.
- Check carefully that all aspects of the translation have been addressed accurately, particularly the shorter words as mentioned above.

### **Question 4**

For this question, there were 10 marks for content and 6 marks for quality of language. Students were required to write approximately 90 words in total, on four different bullet points. All bullet points must be covered, but there was 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 one or more bullet points. Quality of language in this question also 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 a response cannot achieve a mark above 6.

### **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.

Both questions elicited language which referred to past, present and future events and students had the possibility here to show 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 per question directly elicited opinions.

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

adjectives. 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.

#### **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 this 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 majority of students and some achieved maximum marks in this question, but a number of responses did not address one or two bullet points as they did not address it precisely enough or misunderstood the Bengali terms in bullet 2 and 3, eg, ‘বাড়ীর কাজ’ (homework), ‘সময়মতো’ (on time) and the fourth bullet ‘ভবিষ্যতে যেভাবে স্কুলের লেখাপড়া করবে’ (how you will study for schoolwork in the future), rather responses were about their future career / job / study.

#### **Question 4.2**

This question was well answered by the majority of students and some achieved maximum marks in this question but a good number of students did not address one or two bullet points or they misinterpreted the fourth bullet. They wrote about what people could do generally or the government could do to encourage music, not what they themselves should do. The response should have been personal and link to him / herself eg, আমি ... করবো/নিবো (I will do / take ...).

#### **Advice to students**

- Aim to write in approximately the suggested number of words.
- Answer all the bullet points and 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.