

GCSE

Bengali

8638/RH Paper 1 Reading Higher Tier

Report on the Examination

8638

June 2024

Version: 1.0

Further copies of this Report are available from aqa.org.uk

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General comments

The performance of students and assessment were slightly different to previous years because of changes were made to the 2024 papers to reflect the removal of the regulatory requirement to test vocabulary outside of the published vocabulary list.

The paper proved accessible and discriminated well. There were many successfully answered scripts, with questions A1, A3, A4, A7, and B9 demonstrating particularly pleasing results. The questions which discriminated most effectively were the gap-filling text (question 10) and question 12, the translation task.

Overall, students were well prepared for the demands of the paper. The vast majority attempted all the questions and most responded to the questions requiring answers in English with some detail. Teachers are to be congratulated for the thorough and conscientious way they had prepared their students.

Section A

Question 1

This overlap question based on a literary text, aimed at the lower grades on this tier, was very well answered by most students, with items 1.1, 1.2, 1.3. and 1.4 yielding a very high level of accuracy. The most challenging parts were items 1.6 and 1.7 with many students giving the incorrect answer. This was because the reference to *tourist guide* was not understood and led to many choosing true or false rather than not in the text. In addition, item 1.6 also caused issues for many as they were not able to differentiate between *recitation* and *singing*.

Question 2

This was a non-verbal response item about a job advert for the school leavers. Most items in this question were answered very well except for item 2.1. Here, some students provided answers that were not sufficient for the correct response, i.e., '*only students*' instead of *students who completed GCSE exams* and failed to gain a mark. Similarly, on item 2.3, several students responded with the wrong answer '*till work*' whereas the correct answer was '*numeracy skill*'. However, most students scored marks on items 2.2, 2.4 and 2.5.

Question 3

Almost 90% of students provided a correct response for this question.

Question 4

This was also a non-verbal sentence completion item. This question discriminated well as would be expected in a question that was aimed at the highest grades. The difficult element appeared to be in part 4.3. where many students failed to make clear there had been a requirement *to have a good coach*. *Instead, several students came up with the answer 'practising'* which was incorrect. Item 4.4 was also led to a number of vague answers i.e., *it is waste of time, energy* etc. Students should be encouraged to look for specific information in text that relate to the questions being asked.

Question 5

This question on Family relationships had, overall, a good success rate. However, for item 5.2. many students failed to relate the positivity শখ মেটাই with the negativity বন্ধু বান্ধবের সাথে মেলামেশা হয় না to express P+N, and so failed to score mark. on that ipart as expected.

Question 6

This non-verbal communication task and was quite well answered considering it was one of the more challenging texts. Over 60% of students gained the mark for item 6.1, almost half for item 6.2, and over 85% for item 6.3.

Question 7

This question, targeting medium and higher grades was well answered by students.

Question 8

This abridged extract from *নয়নমামার রহস্য* was a second overlap question in the Higher tier paper and was therefore a challenge for less able students. Students' scores on this question varied on different parts of the question. Items 8.1 and 8.4 proved to be the most accessible whereas item 8.3 the most challenging.

Section B**Question 9**

This was the 3rd overlap item in this paper targeting grades 4 and 5. Over 75% of students answered most parts of the question correctly except part 9.2 where several students failed to relate the correct reason for not continuing studies. There was a variety of responses seen which were often too vague for marks to be awarded.

Question 10

This question was also well answered with around 45% of students coring at least two marks. There were instances where some students were confused about 'আশ্রয় প্রকল্প' with ঘরছাড়া; নিম্ন আয় with আর্থিক সহায়তা, পুনর্বাসন, উন্নতত জীবন ও সবুজ পরিবেশ and so came up with varied incorrect answers.

Question 11

This question proved to be demanding 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. Centres should take time to teach students good exam techniques for tackling these item types.

Section C**Question 12**

The translation question discriminated well with the whole range of marks available being accessed. Very few students failed to score at all and over 65% achieving at least four of the available marks. However, students need to understand that precision is required here, for example, incorrect use of tenses *জামতাম না*, *জিতেছিলেন*, and the omission of key words i.e., *আগামী শনিবারে*, *চলচ্চিত্র পুরস্কার*, *অভিনেতা*, *ভক্ত*, *আগ্রহী*, *কৃতকার্য* etc, as well as incorrect grammatical structures will prevent students scoring marks. 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.