



GCSE

BENGALI

8638/RH: Reading Higher
Report on the Examination

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General Comments

The first reading examination of this new GCSE specification differentiated well between students of different abilities. Most students coped very well with the demands of this new paper. Many students responded very well to all the questions set. There were very few unattempted questions and most students seemed to have sufficient time to complete the paper. Handwriting was generally clear. Very few students appear to have been inappropriately entered at this tier.

It was pleasing to note that most scripts were clearly legible and that there appeared to be fewer students using blue ink than in previous years. It is advised that black ink is used for maximum legibility. There was, however, some extremely small handwriting which was more difficult for examiners to read. It is important that students write their answers in the spaces provided and make any crossings out neatly, writing the final answer clearly alongside.

Section B of the paper (where questions and answers are in Bengali) proved more challenging for some students. A small number of students did answer in the wrong language, ie English. It was pleasing to see that Section C of the paper (translation into English) produced some good and precise translations, although some students appeared to find this question challenging. There was a good range of marks on this question.

Section A

Question 1

This was the first of the overlap literary questions with Foundation tier in this section of the paper. The question style was a True/False/Not Mentioned question. It was pleasing to see that overall students performed well in all parts of this question except 1.2 where only 26% students got the answer right. This appeared to be because some students struggled to differentiate between a *false* statement and a statement which was *not mentioned* which resulted in them not achieving the mark.

Question 2

It was pleasing to see that this question was generally answered well except 02.3 where very few students achieved both marks. This was due to the fact that students often confused the possible solutions for reducing pollution with the effects of pollution which resulted in many responses not achieving any marks on this part.

Question 3

Pleasingly, both parts of this question were answered well, with 03.1 proving to be very accessible as around 85% of students achieved two or three marks out of the three available.

Question 4

Most parts of this question were answered well except for 04.1 and 04.3. In 04.1 there appeared to be confusion over the correct answer (T), and in 04.3 students appeared to find *Mamun...to build a home* challenging, with many thinking the statement was false (F). Only 28% of students achieved the mark for question 04.1 and 43% of students achieved the mark on 04.3.

Question 5

There was a mixed performance from students on this question. Though only around 30% of students managed to achieve all four marks available, it was pleasing to see that nearly three quarters of students achieved three or four marks out of four, and 94% of students achieved two marks or above.

Question 6

Students appeared to find some parts of this question challenging but answered other parts well. Around 43% of students gave a correct response for 06.1, 58% answered 06.2 correctly and 06.3 saw just under 60% of students gaining the mark.

Question 7

This question was answered extremely well by most students: 72% of students answered 07.1 correctly; 75% of students selected the correct response for 07.2; 86% of students selected the correct response for 07.3; and 83% of students selected the correct response for 07.4. Due to the familiarity of the topic *Family relationships*, most students understood the text very well and were therefore able to identify the correct answers.

Section B**Question 8**

This is the second overlap question with the Foundation tier examination and the first in Section B, as well as the literary question. Around 14% of students achieved all four marks, compared to 2% of students on the Foundation tier examination. Additionally more of the Higher tier students scored 1 mark or above (95% of students, compared to 85% of students sitting the Foundation tier examination).

Question 9

This is the third overlap question with the Foundation tier examination and the second in Section B. This question was answered well by many students. Nearly 70% of students selected the correct response for 09.1; 77% of students selected the correct response for 09.2; 64% of students selected the correct response for 09.3; and for 09.4 an impressive 79% of students achieved the mark.

Question 10

Students appeared to find some parts of this question challenging and answered other parts well. 46% of students selected the correct response for 10.1; 47% of students selected the correct response for 10.2; 56% of students selected the correct response for 10.3; 62% of students selected the correct response for 10.4; and just over half of students selected the correct response for 10.5.

Question 11

This question was not particularly well answered. The mark scheme insisted on the শিক্ষা বছরের শুরুতে + নিয়ম জারি in 11.1 being conveyed, so the frequently seen answer বছরে তারা নিয়ম মানে নাই did not receive any credit. প্রতিক্রিয়া also led to answers involving *avoiding classes*, and the number of students providing the correct answer was lower than expected. Similarly, responses often confused the word ফাস with the passing of exams which could not be credited.

Section C

Question 12

Many students appeared to find this translation question challenging, with many omissions leading to responses failing to gain marks. Very few responses achieved high marks, and some were reduced to answers created from the few words students did know; these responses often bore very little relation to the original text. However, overall this question did discriminate very well and around 42% of students gained four marks or above out of the nine marks available. It is to be stressed that precision is vital in answering the translation question. Details such as tenses, articles and pronouns must be conveyed fully in English. Paraphrasing is to be avoided and students should follow the original text closely. For example, in the sentence আমার সহপাঠীদের খেলাধুলার মাঠে যাই the correct locative noun, the possessive adjective and the verb যাই need to be conveyed fully. An answer such as “with friends I went to the playground” did not receive any credit.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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