



GCSE

Bengali

8638/RH Reading (Higher)

Report on the examination

Version: 1.0
June 2025

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

AQA retains the copyright on all its publications. However, registered centres 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 centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General comments

The paper appeared to discriminate well, and most students completed all the questions. It is designed to follow a series of peaks and troughs within a steady incline of demand to encourage students of all attainment levels to attempt all questions within the paper.

Students were well prepared to answer questions in most of the topic areas. However, there was an apparent increase in unclear handwriting in the verbal responses, which were often difficult to decipher. Moreover, some students did not write clearly in the non-verbal responses. Many students also used lower case letters which were often hard to make out professional judgements during marking.

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 and Bengali. 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 1.1 and 1.2, 1.3. and 1.4 yielding a very high level of accuracy. The most challenging part was 1.5 with many students giving the incorrect answer. This was because the reference to *family business* was not understood by most less able students and led to many students choosing *true or false* rather than *not in the text*. 1.7 also caused issues for less able students as many of them were not able to link the phrase 'made homeless' to 'after becoming a magician' and came up with only 47% success.

Question 2

This was a non-verbal response item about *healthy eating*. Most items in this question were answered very well. This question allowed students to make a successful and confident start to the paper. All three sections were answered very well with key words such as *vitamins*, *calories* and *blood circulation* picked out by nearly all students.

Question 3

This question was very well answered by many students. It reflects that most students were able to identify key points ie., *weather, shopping, living in country side, tourist attractions and responsibility for a safe environment. from the stimulus. This is evidence in the statistics that over 87% scored correct answers on 3.1, 3.3 and 3.5. Similarly, over 94% provided a correct response for A3.1 and over 89% for A3.4. It was also pleasing to see that over 93% scored correctly on 3.2 and 3.4.*

Question 4

This question on *Higher education* 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 elements appeared to be in part A4.2 and A4.5. where many failed to make clear there had been a requirement to link up *earning money to financial stability and so came up with a success score of 31% only*. A4.5 was also led to a number of wrong answers i.e., *getting a job, earning money, getting benefits, parental support* etc. Whereas the correct answer was '*budgeting*' This has resulted in many students scoring 47%.

Question 5

This question on *Marriage and relationships* had a very good success rate except A5.2. where several less able students failed to identify the positivity of *parental choice with the personal choice* to express P and so scored less than as expected. Students obviously performed very well on A5.1, 5.3 and 5.4 as evidenced in the Statistics.

Question 6

This question on Music was a non-verbal communication task and was quite well answered considering it was one of the more challenging texts. 66% gained the mark for 6.1, 51% for 6.2, 69% for 6.3, 79% for 6.4 and 45% on 6.5. The reason for less score on 6.5 as compared to other parts, was several students struggled to differentiate between the '*most important advice*' and '*important advice*' and so couldn't score 1 mark there.

Question 7

This is a questionnaire on the 'awareness of living healthily' was a non-verbal communication question and was aimed at the medium and higher grades and was quite well answered considering it was one of the more challenging texts. Overall students responded better than had been anticipated. 79% gained the mark for 7.1, 89% for 7.2 and 7.3, and 68%.

Section B

Question 8

This abridged extract from *বাড়ির নিয়ম* was a second overlap question in the Higher Tier paper and was therefore a challenge for several less able students. However, students score on this question varied on different parts of the question. On 8.1, the mark score was 68%, on 8.2 the mark score was 73%; on 8.3 the mark score was 36% and on 8.4, the mark score was 67%. The reason for less score on 8.3 as compared to scores in other parts, was that several students struggled in linking *মিথো গল্প* to 'কারণ বুঝিয়ে বলা' and so scored less success on this part.

Question 9

This question on the usage of the *Mobile Technology* was the 3rd overlap item in this paper and reflected a low level demand question at Higher Tier. The success rate of 9.2 was better than that of 9.2 as evidenced in the Statistics. In 9.1, several students were confused to identify the *usage of mobile phone* which was the correct answer. However, they came up with their *personal feelings* about buying a mobile phone, so scored less marks than expected.

Question 10

This question on Eating out was well answered with around 61% scoring at least three out of four marks. There were instances where many students struggled to link 'উপভোগ্য' with 'তরুণদের স্বাস্থ্যকর খাবার' with 'রাস্তার খাবার'; and 'খেতে বসা' with 'সবুজ প্রকৃতি উপভোগ করা,' and so came up with varied incorrect answers.

Question 11

This question on বাংলা নববর্ষ though proved to be demanding, many students performed well and scored overall a good percentage on each part of the question. The overall performance score of the whole question was over 60%

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 63% scored at least **five** of the available **nine** marks. However, students need to understand that precision is required here, for example, incorrect use of tenses মাঝেমধ্যে, আগামী, দেখেছি, করবো, বেড়ে চলেছে and the omission of key words i.e., চাপ, আগামী সোমবার, তথ্যচিত্র, ঘরছাড়া, অর্থ সংগ্রহ, আর্থিক সহায়তাদান, etc, as well as incorrect grammatical structures with lots of spelling mistakes 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.