

GCSE

BENGALI

Unit 2 Reading
Report on the Examination

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Foundation Tier

General Comments

The paper proved to be accessible for the majority of students. However, questions requiring answers in English and a lack of understanding of key items of vocabulary caused problems for a number of students.

Question 1

This question on animals was well done by many students. Question 1(a), which tested the Bengali word for *deer*, was the least well done.

Question 2

This question tested knowledge of food items. High numbers of students correctly identified the items in 2(a) and 2(c) but the Bengali words for *bread* in 2(b) and *meat* in 2(d) were a little less well known.

Question 3

This question was very well done.

Question 4

This question had two separate elements: 4(a) required the identification of two **healthy activities** whereas 4(b) required the identification of two **unhealthy foods**. While most students scored at least one mark each time, fewer than half of students went on to score the second mark because they had not read the question carefully enough, wrongly identifying healthy and unhealthy activities in (a) and healthy and unhealthy food in (b).

Question 5

This multiple choice question was well done by most students.

Question 6

This overlap question, requiring answers in English, proved challenging for many students, of whom a significant minority did not attempt to write any response. Question 6(b) was answered more successfully than the rest. Question 6(c) proved the most demanding, as many did not correctly differentiate between *coursework* and *homework*.

Question 7

Almost all students scored at least one mark for this question and about two thirds scored the full three marks available.

Question 8

As in Question 6 above, this overlap question also requiring answers in English, proved challenging for many students, a minority of whom left their answers blank. Students were more successful in picking up marks in 8(a) and 8(b) but very few scored both marks in 8(c). In 8(d) most students struggled to write *fill in a form online* as the correct answer.

Question 9

Questions 9(a)–(c) of this multiple-choice question were done well by most students. However, 9(d) proved more challenging with fewer than half correctly identifying the negative option.

Higher Tier

Questions 1, 2 and 4

As expected, these overlap questions were answered far more successfully here than by students attempting the same questions at Foundation Tier. Students tended to be much more precise in their English responses to Questions 1 and 2. High numbers answered all parts of Question 4 correctly.

Question 3

This question on saving the environment was very well done.

Question 5

This gap-fill question on a charity event was answered well. More than half of all students successfully selected the appropriate words.

Question 6

This question on *home and local area* was very well done by all students.

Question 7

This question marked the start of the more challenging section of the paper, aimed at grades A and A*, which requires students to deal with more complex texts and to write detailed responses in English, often involving the drawing of conclusions.

In 7(a)(i), while just over half of students managed to convey the idea that the parents treated their two children unfairly, a significant number got the wrong idea with responses that implied treatment was nice, supportive, kind etc. In 7(a)(ii) and 7(b)(ii), about half of the students gained at least one of the two marks available, often failing to score the second mark because the response lacked the required detail. In 7(c), many students gained the mark for identifying the advice given was to explain or discuss the problem with parents; a significant number overlooked the first piece of advice (not to worry) so failed to score the second mark. A small number of students left answer spaces blank in this question.

Question 8

This question on identifying the main advantages and disadvantages of different jobs was targeted at the highest grades and it proved challenging. Question 8(a) proved more accessible than 8(b) with most students scoring at least one mark. However, many responses were vague or lacked the required detail and it was clear that some students had not read either the text or the question carefully enough. The text in 8(b) about the job of teacher proved very demanding. Fewer than half scored one mark and only a handful of the most able students went on to score the second mark. A small number of students left answer spaces blank.

Question 9

This question about matching opinions with aspects of school proved much more accessible than expected and was well answered.

Question 10

This final question, which was aimed at grade B, proved accessible for most students. Question 10(a) was particularly well done with many students correctly identifying that Ruby could go on holiday without her parents this year. Question 10(c) was less well done with fewer than half understanding that she missed the train because she got stuck in a traffic jam. A small number of students left answer spaces blank.

Mark Ranges and Award of Grades

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

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