

GCSE 2004

June Series



Mark Scheme

Bengali

(Speaking)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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SPEAKING TESTS - FOUNDATION AND HIGHER TIERS

PART ONE

1 Principles of Marking

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given on subsequent pages of this booklet, gives written details of suggested marks for possible utterances made by candidates in the role-playing situations. This guidance obviously cannot cover all possibilities and should be used in conjunction with the Criteria for Assessment.
- 1.3 No allowance can be made for poor teacher conduct of the Tests. You can only assess what you hear.

2 Mechanics of Marking

Please ensure that the grids on the Examiner's Detailed Mark Sheet are completed accurately. Please conform to the layout shown in the exemplar Mark Sheet given in this booklet. **Please note in particular that the Presentation & Discussion and the Conversation marks should be recorded in the order of:**

Communication, Spontaneity & Fluency, Range & Complexity, and Pronunciation & Accuracy.

Foundation Tier

Role-plays 1 - 6	$4 \times 2 = 8 \div 2 =$	4
Presentation & Discussion		12
Conversation		20
Maximum Total		36

Higher Tier

Role-plays 7 - 12	$4 \times 4 = 16 \div 2 =$	8
Presentation & Discussion		12
Conversation		20
Maximum Total		40

3 Role-playing Situations

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme. You should also note the following information.
- 3.2 Material shown in brackets in the mark scheme may not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be assessed.**
- 3.3 You should not penalise the candidate for making exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. [no further penalty] in Part 2 of the mark scheme).
- 3.4 If the teacher supplies **key** vocabulary, whether requested or not by the candidate, award no marks for the response, or, if a split response is identified in the detailed mark scheme, for that part of the response.
- 3.5 You should award no marks where a teacher repeats a question after the candidate has given a **complete** and **incorrect** answer. However, if a candidate's response shows that he/she has moved to another utterance, the teacher should go back and try to elicit the omitted response.
- 3.6 In role-plays 7-12 it is possible that the candidate's answers will not be produced in the order anticipated. This is quite legitimate. **You should enter your marks on the Mark Sheet in the order in which the responses occur in the mark scheme.**

4 Presentation & Discussion and Conversation

- 4.1 You must mark the Presentation & Discussion and the Conversation in accordance with the criteria in this booklet. You should also note the following information.
- 4.2 The Presentation & Discussion is marked separately from the Conversation. You must assess, and award marks for, each of the four categories separately - **Communication, Spontaneity & Fluency, Range & Complexity, Pronunciation & Accuracy** - for the Presentation & Discussion and then again for the Conversation. N.B. In the Presentation & Discussion the mark for **Spontaneity & Fluency** is awarded on the basis of the Discussion element only.

You may need to listen to each candidate more than once, especially in the early stages of your marking to ensure that you are marking each category individually.

4.3

Communication	Range & Complexity
0	0
1	1 or 2
2	2 or 3
3	Max 4
4	Max 6

The mark for Spontaneity & Fluency is not limited by the Communication mark. This applies to both Foundation and Higher Tiers.

4.4

Communication	Pronunciation & Accuracy
0	0
1	1 or 2
2	Max 4
3	Max 5
4	Max 6

4.5 The following table is a summary in tabular form of paragraphs 4.3 and 4.4.

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2	1 or 2
2	Max 3 3 marks must include two of Past/Present/Future	Max 4
3	Max 3 3 marks must include two of Past/Present/Future Max 4 4 marks must include Past and Present and Future and opinion	Max 5
4	Max 6 4 marks or more must include Past and Present and Future and opinion	Max 6

To score 3 marks or more for Range and Complexity the candidate needs to show the ability to refer to any two of past, present and future events.

To score 4 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events and to express an opinion. These would require an attempt at an appropriate verb form. One example of each is required in the Presentation & Discussion and one in the Conversation. “an attempt at an appropriate verb form” = a verb which is recognisable but may not be completely correct. Principal Examiners will give language-specific examples at Standardisation Meetings.

- 4.6 You should stop marking the Presentation & Discussion approximately 3 minutes after the start of that section. You should stop marking the Conversation approximately 6 minutes (Foundation) or 8 minutes (Higher) from the start of that section of the test.
- 4.7 If the candidate produces a Conversation which consists **largely** or **entirely** of material outside the scope of the prescribed Topics, you should treat the irrelevant material as if it were silence and mark accordingly for Communication. It is emphasised that this situation is **very rare**.
- 4.8 If the candidate speaks on only **one** Topic throughout the Conversation, you should find the appropriate band for Communication and then award up to a maximum of 2 marks. **N.B.** this affects the maximum marks available for Pronunciation & Accuracy and Range & Complexity. Given the breadth of the Topic areas and the links between them, this situation is **very rarely** encountered, if at all.

5 Exemplar Mark Sheet

See overleaf.

GCSE Modern Languages Speaking Tests

Examiner's Detailed Mark Sheet

Language _____



Full/Short Course
* delete as appropriate

Centre No

Tape No _____

Cand No.	Candidate's Name	Tier	R-P No.	Conv Card.	Role Play Marks				T	T ÷ 2*	Presentation/Discussion					General Conversation				T	Total
											C	S/F	R/C P/A	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A		
0001	Garden, Lilly	H	12	C	1	3	3	2	9	5	3	0	3 2	2	5	2	2	2	2	8	18

Name.....(Examiner) (Please Print)

* Round up or down to the nearest whole number (ie. 1/2 rounded up, 1/3 rounded down, 2/3 rounded up)

Sheet No	
Total sheets for this centre	

CRITERIA FOR ASSESSMENT**Role-Playing Situations**

<i>Foundation Role-Play – Communication</i>	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8/2 = 4 marks	

Higher Role-Play – Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error. *
4 tasks x 4 = 16/2 = 8 marks	

*Without significant error” = grammatically correct (but may contain **one** minor error). If an answer contains more than one minor error a maximum of 3 marks may be awarded.

PRESENTATION & DISCUSSION AND GENERAL CONVERSATION

Communication	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

Spontaneity and Fluency	
0	Very hesitant and disjointed.
1	Sometimes hesitant; little natural flow of language.
2	Ready responses; some evidence of an ability to sustain a conversation; little, if any, initiative.
3	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
4	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

Quality of Language		
Range & Complexity	Marks	Pronunciation & Accuracy
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate target language using a variety of tenses.

The marks for Presentation & Discussion and Conversation at both Foundation and Higher will be allocated and scaled as follows.

Presentation & Discussion	Marks
Communication (in Presentation & Discussion)	4
Spontaneity and Fluency (in Discussion only)	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks Mark/12 divided by 3	4
TOTAL	12

General Conversation	Marks
Communication	4
Spontaneity and Fluency	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks	12
TOTAL	20

SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION**ROLE-PLAY GRID**

RAW MARK	SCALED MARK
16	8
15	8
14	7
13	7
12	6
11	6
10	5
9	5
8	4
7	4
6	3
5	3
4	2
3	2
2	1
1	1
0	0

PRESENTATION & DISCUSSION GRID

RAW SCORE FOR QUALITY OF LANGUAGE	SCALED MARK
12	4
11	4
10	3
9	3
8	3
7	2
6	2
5	2
4	1
3	1
2	1
1	0
0	0

SPEAKING TESTS**Part Two****Abbreviation**

CCR – Candidate choice of response

ROLE PLAY 1**FOUNDATION TIER**

Task	2 marks	1 mark	0 mark
Say you want to buy a ticket.	একটি টিকিট কিনতে চাই or similar response	If কি কিনতে চাই is not clear or omitted.	Failure to communicate the information
Say where you want to go.	ম্যানচেস্টার যেতে চাই or similar response	If কোথায় or যেতে চাই is not clear or omitted.	Failure to communicate the information
Ask what time the coach is leaving.	কোচ ক'টার সময় ছাড়বে? or similar response	If কোন সময় / কখন ছাড়বে one part is omitted.	Failure to communicate the information
Ask what time the coach arrives.	কোন সময় / কখন পৌছবে? or similar response	If কোন সময় / কখন পৌছবে one is omitted.	Failure to communicate the information

ROLE PLAY 2
FOUNDATION TIER

Task	2 marks	1 mark	0 mark
Say what you do in your spare time.	আমি গান শুন / টিভি দেখি or similar response.	If গান শুন / টিভি দেখি or similar but one part is omitted.	Failure to communicate the information
Say what else you like to do.	বই পড়ি / বেড়াতে যাই or similar response. Specific time.	If বই পড়ি / বেড়াতে যাই or similar but only one answer is given.	Failure to communicate the information
Ask your friend what he/she is doing on Saturday.	এই শনিবারে তুমি কি করছো / করবে? or similar response.	If শনিবারে কি করবে or similar response. If শনিবার is omitted.	Failure to communicate the information
Say which day you can meet him/her.	আমি শনিবারে আসবো / দু' সপ্তাহ পরে / ছুটির পরে আসবো or similar response.	If কবে আসবো is not mentioned.	Failure to communicate the information

ROLE PLAY 3
FOUNDATION TIER

Task	2 marks	1 mark	0 mark
Say what you want to buy.	আমি একটি ব্যাগ / কলম কিনতে চাই or similar response.	If কি কিনতে চাই or similar is not clearly mentioned or is omitted.	Failure to communicate the information
Say who is it for.	আমার বোনের / বন্ধুর জন্যে or similar response.	If কার জন্যে is not mentioned clearly.	Failure to communicate the information
Say how much you want to spend.	দশ পাউন্ড খরচ করতে চাই or similar response.	If কতো টাকা is omitted.	Failure to communicate the information
Ask if they have any other colours.	আর কোনো / অন্য কোনো রঙের আছে কি? or similar response.	If কোনো রঙের is not mentioned clearly.	Failure to communicate the information

ROLE PLAY 4
FOUNDATION TIER

Task	2 marks	1 mark	0 mark
Say how much you need.	২০ পাউন্ড / ৫০ পাউন্ড চাই or similar response.	If the amount such as is not mentioned.	Failure to communicate the information
Say why you need the money.	ট্রিপের জন্যে দিতে হবে / ট্রিপে যাবার জন্যে ব্যাগ / জুতা কিনবো or similar response.	If the reason is not mentioned clearly.	Failure to communicate the information
Ask if your parents can collect you from school.	তুমি কি আমাকে স্কুল থেকে আনতে পারবে? or similar response.	If তুমি কি / আনতে পারবে part of the communication is omitted. If school is not mentioned.	Failure to communicate the information
Say what time you are coming back.	আমরা বিকাল পাঁচটায় ফিরবো or similar response.	If time is not mentioned clearly.	Failure to communicate the information

ROLE PLAY 5
FOUNDATION TIER

Task	2 marks	1 mark	0 mark
Say what food you like to eat.	ভাত আর মুরগির মাংস or similar response.	If one item is omitted.	Failure to communicate the information
Say what you would like to drink.	এক গ্লাস পানি or একটা কোক or similar response.	If এক গ্লাস পানি / একটা কোক is mentioned with some inaccuracy. "Water" is accepted.	Failure to communicate the information
Ask how much it is.	কতো হয়েছে / কতো দাম or similar response.	If তুমি কি / আনতে পারবে part of the communication is omitted. If school is not mentioned.	Failure to communicate the information
Say that is fine and thank you.	ঠিক আছে / ধন্যবাদ or similar response. "O.K." is accepted.	If ঠিক আছে / ধন্যবাদ one part of communication is omitted. "Thank you" is accepted.	Failure to communicate the information

ROLE PLAY 6
FOUNDATION TIER

Task	2 marks	1 mark	0 mark
Say what time you wake up.	আমি সকাল সাতটায় ঘুম থেকে উঠি or similar response.	If সকাল সাতটায় or similar time is not mentioned.	Failure to communicate the information
Say what you do next.	আমি হাত মুখ ধুই / নাশতা খাই / কাপড়চোপড় পরি or similar response.	If হাত মুখ ধুই / নাশতা খাই / কাপড়চোপড় পরি only one activity is mentioned.	Failure to communicate the information
Say how you go to school.	আমি বাসে করে / হেঁটে স্কুলে যাই or similar response.	If বাসে করে / হেঁটে is mentioned, but with some inaccuracy.	Failure to communicate the information
Ask your friend to visit you.	তুমি আমাদের এখানে একদিন বেড়াতে আসো or similar response.	If বেড়াতে আসো or similar is omitted. If আমাদের বাড়ি or বেড়াতে আসা is omitted.	Failure to communicate the information

**ROLE PLAY 7
HIGHER TIER**

4 marks	3 marks	2 marks	1 mark	0 mark
Expands replies on own initiative and uses accurate language and verbs and tenses. Appropriate to task + 1 mark. Candidate's choice of response (C. C. R) as: আমার ছোট ভাইয়ের পা ভেঙে গেছে / খেলতে গিয়ে পড়ে গেছে or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions. Half the task is communicated.	Understood the question, but partial or incorrect answer communicated.	Failure to communicate the required message.
ঘন্টা দুই আগে হয়েছে / পাটা খুব ফুলে গেছে / পা সোজা করতে পারছে না or similar response.	Appropriate and full response, with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect answer communicated.	Failure to communicate the required message.
ডা: হোসেন; শ্যাডওয়েল, পার্থ রোড, লন্ডন ই-১ or similar response.	Full name and address, but with some inaccuracy.	With minor errors or omissions.	Understood the question, but partial or incorrect answer communicated.	Failure to communicate the required message.
ও খুব কাঁদছে / পায়ে খুব বেশি ব্যথা করছে or similar response.	Mentioned two reasons, but with some inaccuracy	Only one reason mentioned.	Understood the question, but partial or incorrect answer communicated.	Failure to communicate the required message.

**ROLE PLAY 8
HIGHER TIER**

4 marks	3 marks	2 marks	1 mark	0 mark
Expands replies on own initiative and uses accurate language and verbs and tenses. Appropriate to task + 1 mark. Candidate's choice of response (C. C. R) as: আমি জিসিএসই পরীক্ষা দিয়েছি / ওয়ার্ক এন্ডপেরিয়েন্সে অফিসে / স্কুলে কাজ করেছি or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
আমি কমপিউটারে কাজ করেছি / বাচ্চাদের দেখাশুনা করেছি / গল্প পড়ে শুনিয়েছি or similar response.	Appropriate and full response, with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
... ঘন্টা কাজ করতে চাই / শনি/রবিবারে কাজ করতে চাই or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
আমি জুলাই মাসের প্রথম সপ্তাহে কাজ শুরু করতে চাই / সকাল ... টা থেকে কাজ করতে চাই or similar response.	Appropriate and full response, with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.

**ROLE PLAY 9
HIGHER TIER**

4 marks	3 marks	2 marks	1 mark	0 mark
Candidate's choice of response (C. C. R) as: আগামী কাল / সামনের সপ্তাহে / ২ তারিখে / সোমবারে যাবো / কোচে যাবো / ট্রেনে যাবো or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
... জন টিচার যাবেন। আমরা ... জন যাচ্ছি or similar response.	Appropriate and full response, with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
পাহাড়ে উঠবো / মাঠে ঘুরবো / or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
আমরা শুক্রবার পাঁচ তারিখে ফিরবো / বিকাল পাঁচটায় ফিরবো / হ্যাঁ এসো / না, আসতে হবে না বন্ধুর সাথে আসবো or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.

**ROLE PLAY 10
HIGHER TIER**

4 marks	3 marks	2 marks	1 mark	0 mark
Candidate's choice of response (C. C. R) as: মিউজিয়ামটা কোথায়? / কিসে করে যাবো? or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
কতো নম্বর বাস যায়? / কোন বাস নেবো? বাস স্টপ কোথায় / কোন দিকে? or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
ধন্যবাদ! আমি এই শহরের চিড়িয়াখানা, বড়ো পার্ক, নদী - এসব দেখতে চাই or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
বড়ো শপিং সেন্টারটা কোথায় / কতোদূরে? কি ভাবে যাবো? or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.

**ROLE PLAY 11
HIGHER TIER**

4 marks	3 marks	2 marks	1 mark	0 mark
Candidate's choice of response (C. C. R) as: চর্বি-ছাড়া খাবার / শাক-সবজি / ফল, ভাত-মাছ এসব খাওয়া উচিত or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
মাছ/সবজি ভালো খাবার আর মিষ্টি/চকলেট/সামোসা খারাপ খাবার or similar response. English words such as "Meat," "Vegetable" and "Fruit" are not acceptable.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
সবাইই ব্যায়াম করা উচিত / খেলাধুলা করা উচিত or similar response. "Exercise" is acceptable.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
আমি ফুটবল খেলি / সাঁতার কাটি / ছুটির দিনে / শনিবারে / স্কুলের পরে or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.

**ROLE PLAY 12
HIGHER TIER**

4 marks	3 marks	2 marks	1 mark	0 mark
Candidate's choice of response (C. C. R) as: ইংরেজি / ইতিহাস / অক্ষ / পিই আমার প্রিয় বিষয়। এটা পড়ান মিস্টার ... / মিস ... or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
ইংরেজি / ইতিহাসের গল্প ভালো লাগে / অনেক কিছু জানা যায় / টিচার খুব ভালো পড়ান or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
লেখাপড়া ছাড়া নানা রকমের মিউজিক শিখি / নাটক করা শিখি / পিই-তে কতো রকমের খেলাধুলা শিখি or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions.	Understood the question, but partial or incorrect response.	Failure to communicate the required message.
আমি নার্স হতে চাই / ডাক্তার হতে চাই / ব্যবসা করতে চাই / অফিসে কাজ করতে চাই / ... এ জন্যে এ কাজ করতে চাই or similar response.	Appropriate and full response, but with some inaccuracy.	Relevant information is communicated with minor errors or omissions. জানি না	Understood the question, but partial or incorrect response. শুধু জানি না	Failure to communicate the required message.

