



# General Certificate of Education

## Bengali 3636

### *3636/S Speaking*

# Mark Scheme

## *2006 examination – June series*

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.

## **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.
- 4.3 If the Presentation or Discussion is missing, a maximum of 2 marks can be awarded for Communication.
- 4.4 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.
- 4.5 The mark for Spontaneity and Fluency is not limited by the Communication mark, **except when the Communication mark is 0**. In this case the mark for Spontaneity and Fluency will also be 0. This applies to both Foundation and Higher Tiers.

## 4.6

| Communication Mark | Range & Complexity Mark  | Pronunciation & Accuracy Mark |
|--------------------|--|-------------------------------|
| 0                  | 0  | 0                             |
| 1                  | 1 or 2 marks   | 1 or 2                        |
| 2                  | 2 or 3 marks<br>3 marks <b>must</b> include <b>two</b> of Past/Present/Future<br>3.0 <b>Two</b>  | Max 4                         |
| 3                  | 2, 3, 4 marks<br>3 marks <b>must</b> include <b>two</b> of Past/Present/Future<br><br>4 marks <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion             | Max 5                         |
| 4                  | 4, 5, 6 marks<br>4 marks or more <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion<br>Revert to 3 if 2 time frames only<br>Revert to 2 if 1 time frame only | Max 6                         |

If a mark is awarded for Communication this will inevitably lead to the award of marks for Range and Complexity and Pronunciation and Accuracy (e.g. 1 + 0 + 0 would not be possible).

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.

- 4.7 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.
- 4.8 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**.

- 4.9 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      | RC+PA<br>÷3<br>Q* | C+SF<br>+Q<br>T | C                    | S/F | R/C | P/A |   |       |
|          |                      |          |         |            |                 |   |   |   |   |        |                         |     | P/A      |                   |                 |                      |     |     |     |   |       |
| 0001     | <b>Garden, Lilly</b> | <b>H</b> | 12      | C          | 1               | 3 | 3 | 2 | 9 | 5      | 3                       | 0   | 3<br>/ 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**

| <b>Foundation Role-Play – Communication</b> |   |
|---|---|
| 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                 |   |

| <b>Higher Role-Play – Communication and Quality of Language</b> |  |
|---|--|
| 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**

| <b>Communication</b> |   |
|----------------------|---|
| 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.                       |

| <b>Spontaneity and Fluency</b> |   |
|--------------------------------|---|
| 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.                      |

| <b>Quality of Language</b>   |              |  |
|--|--------------|--|
| <b>Range &amp; Complexity</b>  | <b>Marks</b> | <b>Pronunciation &amp; Accuracy</b>  |
| 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.

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

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

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

**ROLE-PLAY GRID**

| <b>RAW MARK</b> | <b>SCALED MARK</b> |
|-----------------|--------------------|
| 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**

| <b>RAW SCORE FOR QUALITY OF LANGUAGE</b> | <b>SCALED MARK</b> |
|--|--------------------|
| 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                  |

## FOUNDATION TIER

### Role Play 1

| Task   | 2 marks  | 1 mark  | 0 mark                                  |
|--|--|---|---|
| Say where you live.  | আমি কেটে থাকি /রোম্যান রোডে থাকি<br>or similar response in complete sentence.                | If the answer is not in a full sentence.  | Failure to communicate the information. |
| Say how far your school is from your home.                     | অনেক দূরে / বেশি দূরে নয় / যেতে<br>মাত্র ২০ মিনিট লাগে or similar response.                 | If কতো দূরে is not mentioned appropriately.   | Failure to communicate the information. |
| Say in which school year you started learning Bengali.         | ইয়ার সেভেন / ইয়ার নাইন থেকে /<br>স্কুলের পরে শিখি or any appropriate answer.               | If কোন ইয়ার or সময় is not mentioned appropriately.  | Failure to communicate the information. |
| Ask your friend if he/she can learn Bengali in his/her school. | তুমি কি স্কুলে বাংলা শেখো? / তোমার<br>স্কুলে বাংলা শেখার সুবিধা আছে? or<br>similar response. | If তুমি কি or শেখার সুবিধা আছে কিনা<br>is not mentioned or is communicated<br>with some inaccuracy. | Failure to communicate the information. |

## Role Play 2

| Task   | 2 marks   | 1 mark   | 0 mark                                  |
|--|---|--|---|
| Say where you went during the holidays.                          | আমি বাংলাদেশে / স্পেনে / প্যারিসে গিয়েছিলাম or similar response. | If the name of the place is mentioned, but with some inaccuracy.     | Failure to communicate the information. |
| Say how long you stayed there.                                   | দুই সপ্তাহ / এক মাস / দশ দিন ছিলাম or similar response.           | If a time is not mentioned appropriately.                            | Failure to communicate the information. |
| Say what you saw.  | নদী / মাঠ / বাগান / শহীদ মিনার দেখেছি or similar response.        | If only one place is mentioned.                                      | Failure to communicate the information. |
| Ask your form tutor what he/she likes to do during the holidays. | মিস / স্যার, ছুটিতে আপনি কি করতে পছন্দ করেন? or similar response. | If কি করতে পছন্দ করেন is not mentioned or is mentioned inaccurately. | Failure to communicate the information. |

**Role Play 3**

| Task  | 2 marks  | 1 mark  | 0 mark                                     |
|---|--|---|--|
| Say where you want to go.                     | আমি নান্দুসে / মহারাজে /<br>ম্যাকডোনাল্ডে যেতে চাই / রেস্টুরেন্টে<br>খেলোঁত চাই or similar response. | If কোথায় is not mentioned<br>appropriately.                  | Failure to communicate the<br>information. |
| Say why you like this place.                  | ওদের রান্না ভালো / পছন্দ করি / দামও<br>বেশি নয় or similar response.                                 | If no reason is given or is not<br>communicated clearly.      | Failure to communicate the<br>information. |
| Say where you will meet him/her.              | বাস-স্টপে / বাড়িতে or similar<br>response.  | If the place is not mentioned or is not<br>clearly mentioned. | Failure to communicate the<br>information. |
| Ask if you can bring your cousin with<br>you. | আমি কি আমার কাজিনকে সঙ্গে আনতে<br>পারি? or similar response.   | If 'কাজিনকে সঙ্গে' is mentioned, but<br>with some inaccuracy. | Failure to communicate the<br>information. |

### Role Play 4

| Task  | 2 marks  | 1 mark  | 0 mark                                  |
|---|--|---|---|
| Say where you go to watch films.                | আমি শহরে যাই / বাড়ির কাছে<br>সিনেমায় যাই / বাড়িতে ফিল্ম দেখি /<br>বন্ধুর বাড়িতে / টিভিতে / বন্ধুর সাথে or<br>similar response. | If place is not mentioned in a complete sentence.                             | Failure to communicate the information. |
| Say which film you saw last.                    | আমি দেবদাস দেখেছি or similar response.   | If a film is not mentioned.   | Failure to communicate the information. |
| Say with whom you watched this film.            | আমার বন্ধুর / বোনের সঙ্গে / লগে /<br>সাথে / আমি একলা দেখেছি or similar response.   | If “with whom” is not mentioned appropriately. Incomplete reply = 1 mark.     | Failure to communicate the information. |
| Ask your cousin what his/her favourite film is. | তোমার সবচেয়ে প্রিয় / পছন্দের ফিল্ম<br>কোনটা? / যদি শুধু ফিল্মের নাম<br>বললেও or similar response.                                | If প্রিয় / পছন্দ is not mentioned. If the name of the film is not mentioned. | Failure to communicate the information. |

**Role Play 5**

| Task                           | 2 marks  | 1 mark  | 0 mark                                  |
|--------------------------------|--|---|---|
| Say where you want to go.      | আমি বাংলাদেশে / বোম্বাই / প্যারিসে<br>যেতে চাই / শুধু জায়গার নাম বলে/ or<br>similar response. | If the name of the place is not mentioned or is mentioned with some inaccuracy. | Failure to communicate the information. |
| Say when you are going.        | আমি গরমের ছুটিতে / ক্রিসমাসের সময়<br>যেতে চাই or similar response.                            | If কখন is not mentioned or is mentioned with inaccuracy.                        | Failure to communicate the information. |
| Say how many tickets you want. | আমি তিনটি / চারটি টিকিট কিনতে চাই<br>or similar response.                                      | If the number is not mentioned or is mentioned inaccurately.                    | Failure to communicate the information. |
| Ask if you can get a discount. | আমি কোনো ডিসকাউন্ট / কমতি পেতে<br>পারি / ডিসকাউন্ট দেবেন? or similar<br>response.              | If “discount” is not understood or mentioned.                                   | Failure to communicate the information. |

### Role Play 6

| Task   | 2 marks   | 1 mark  | 0 mark                                     |
|--|---|---|--|
| Say what sort of sports facilities there are in your area. | পার্ক আছে / ফুটবল খেলার মাঠ আছে /<br>ইউথ ক্লাব আছে / two facilities<br>mentioned or similar response. | If only one facility is mentioned.  | Failure to communicate the<br>information. |
| Say when you go there.                                     | আমি বিকালে / শনিবারে / ছুটির দিনে<br>যাই / any time mentioned or similar<br>response.                 | If time is not mentioned or is<br>mentioned inaccurately.   | Failure to communicate the<br>information. |
| Say what you do there.                                     | পার্ক বেড়াই / ফুটবল খেলি / স্নুকার<br>খেলি / any two activities mentioned<br>or similar response.    | If only one activity is mentioned.  | Failure to communicate the<br>information. |
| Ask your friend what his/her<br>favourite sport is.        | কোন খেলাটা তোমার সবচেয়ে ভালো<br>লাগে / or similar response.  | If the Bengali equivalent of the word<br>“favourite” is not mentioned<br>তুমি কিছু খেলো? or is mentioned<br>inaccurately. | Failure to communicate the<br>information. |



**HIGHER TIER****Role Play 7**

| 4 marks   | 3 marks   | 2 marks  | 1 mark  | 0 mark                                       |
|---|---|--|---|--|
| Expands response on own initiative and uses accurate language including verbs and tenses.<br>Appropriate to task + 1 mark.<br>Candidate's choice of response (CCR), such as:<br>এই শালটা ফেরত দিতে চাই। গত কাল কিনেছিলাম or similar response. | The reason for coming to the shop and when the shawl was bought are mentioned but 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. |
| আমার মা পছন্দ করেননি / ছেঁড়া / ডিজাইন ভালো না / রং ভালো না or similar response.  | The candidate gives two responses but 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. |
| একজন মহিলা / দেখতে সুন্দর / এশিয়ান / লম্বা or similar response.  | The candidate gives the information needed but with some inaccuracy.                                    | Responds with minor errors or omission.                              | Understood the question but partial or incorrect answer communicated.   | Failure to communicate the required message. |
| রিসিট আছে কিন্তু আমি টাকা ফেরত চাই or similar response.   | The candidate gives the required information but with some inaccuracy.                                  | Only one reason mentioned.<br>রিসিট asked by the examiner.           | Understood the question but partial or incorrect answer communicated.<br>2 <sup>nd</sup> part of the task must be asked by the candidate, if not, 1 mark. | Failure to communicate the required message. |

**Role Play 8**

| 4 marks  | 3 marks   | 2 marks  | 1 mark  | 0 mark                                       |
|--|---|--|---|--|
| Expands response on own initiative and uses accurate language including verbs and tenses.<br>(CCR), such as:<br>আমার ফু হয়েছে / জ্বর / পেটে ব্যথা।<br>গত কাল থেকে। 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. |
| খুব মাথা ব্যথা আর বমি বমি ভাব 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. |
| হ্যাঁ, খেয়েছি। প্যারাসেটামল /<br>ক্যালপল / হানি অ্যান্ড লেমন খেয়েছি /<br>কিছুই খাইনি / বাড়িতে কোনো ওষুধ<br>ছিলো না 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. |
| ক'বার খাবো / কতোকক্ষণ পর পর<br>খাবো? or similar response.<br>Candidate must ask both tasks for 4 marks.  | 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 9**

| 4 marks   | 3 marks   | 2 marks  | 1 mark  | 0 mark                                       |
|---|---|--|---|--|
| Candidate choice of response (CCR), such as:<br>আমি দু সপ্তাহ / এক মাস আগে বুক করেছি। এক সপ্তাহের জন্যে। 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. |
| ডাবল রুম চাই। আর রুম সার্ভিস 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. |
| আমার সঙ্গে আমার বন্ধু / মা-বাবা / ভাইবোন থাকবে। আমরা এশিয়ান খাবার 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 ক্রেডিট কার্ডে / ভিসা কার্ডে টাকা দেবো। এখনই দিতে পারি / হোটেল ছাড়ার আগে দেবো। 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**

| 4 marks  | 3 marks   | 2 marks  | 1 mark   | 0 mark                                       |
|--|---|--|--|--|
| Candidate choice of response (CCR), such as:<br>আমি একটা ব্যাগ / ছাতা / পার্স হারিয়েছি। কখন হারিয়েছি জানি না / মনে নেই কখন হারিয়েছি / সকালে / বিকালে 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. |
| বাসে হারিয়েছি / পথে পড়ে গেছে / কোথায় হারিয়েছি ঠিক জানি না। কিভাবে হারিয়েছি জানি না / সীটের ওপর ফেলে এসেছি 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. |
| কালো রং / কাঁধে ঝোলানোর মোটা স্ট্র্যাপ আছে। 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. |
| টেলিফোন করতে পারেন। টেলিফোন নম্বর ... / ই-মেইল করতে পারেন – ঠিকানা ... / ফোনে যোগাযোগ করবেন 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**

| 4 marks   | 3 marks   | 2 marks  | 1 mark   | 0 mark                                       |
|---|---|--|--|--|
| Candidate choice of response (CCR), such as:<br>আমরা চেসিংটন যাচ্ছি / ব্রাইটনের সাফারি পার্কে যাচ্ছি। বেশি দূরে নয় / বেশ দূরে 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 সকাল ন'টায় যাবো। কোচে / ট্রেনে যাবো or similar response.  | Appropriately 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 রাইডে চড়বো / সাঁতার কাটবো / পিকনিক করবো 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 বিকাল পাঁচটায় ফিরে আসবো। তারপর খেতে যাবো / বাড়িতে ফিরে 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 12**

| 4 marks  | 3 marks   | 2 marks   | 1 mark   | 0 mark                                       |
|--|---|---|--|--|
| Candidate choice of response (CCR), such as:<br>আমার পরিবারে ছজন লোক। মাবাবা আর ভাইবোন। or similar response.               | Appropriate and full response but with some inaccuracy. | Relevant information is communicated with minor errors or omissions. If candidate does not mention how many.                | Understood the question but partial or incorrect response. | Failure to communicate the required message. |
| ছোটো ভাইকে / বোনকে / মাবাবাকে। সে আমার কথা শোনে / আমাকে টাকা দেন 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 বাজার করি / রান্না করি / বাগান করি / ছ্ভার করি / ঘর পরিক্কার করি। or similar response.                                 | Appropriate and full response but with some inaccuracy. | Relevant information is communicated with minor errors or omissions.<br>2 marks if name of just one type of work mentioned. | Understood the question but partial or incorrect response. | Failure to communicate the required message. |
| বিশ্বাসী / ভালো / কাজে সাহায্য করে / ভালো ফুটবল খেলে / খুব হাসায় / any kind of description of nature 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. |