



General Certificate of Secondary Education

Bengali 3636 *Specification*

3636/S Speaking

Mark Scheme

2008 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.

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Set and published by the Assessment and Qualifications Alliance.

SPEAKING TEST - FOUNDATION AND HIGHER TIER

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 3 marks must include two of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks must include two of Past/Present/Future 4 marks must include Past and Present and Future and opinion	Max 5
4	4, 5, 6 marks 4 marks or more must include Past and Present and Future and opinion Revert to 3 if 2 time frames only 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



Full/Short Course
 * delete as appropriate

Language _____

Centre No

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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	2	8	18

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

* Round up or down to the nearest whole number (i.e. 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

Foundation Role-Play – Communication	
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**Abbreviation**

CCR – Candidate choice of response

OCR - Otherwise correct response

Role Play 1

Task	2 marks	1 mark	0 mark
Say what you would like to buy.	CCR আমি আপেল আর আঙুর কিনতে চাই or similar response.	If only one item of fruit or vegetable mentioned or the answer is in incomplete sentence.	Failure to communicate the information or gives an irrelevant answer.
Say how much you want.	CCR আমি দুটি আপেল আর এক পাউন্ড আঙুর চাই or similar response.	If quantity or number and two types of fruit not mentioned.	Failure to communicate the information.
Say you do not want anything else.	CCR না, আর কিছু চাই না। or similar response.	If না, চাই না is mentioned inappropriately or says "Don't know".	Failure to communicate the information.
Ask how much it costs.	এগুলোর দাম কতো? / দাম? or similar response.	If দাম কতো is not mentioned appropriately or is in English.	Failure to communicate the information.

Role Play 2

Task	2 marks	1 mark	0 mark
Say when you want to go out.	CCR আমি সকালে / বিকালে (or any সময় / শনিবার / রবিবার mentioned) যেতে চাই / যাবো or similar.	If সময় is not mentioned appropriately eg সকাল / বিকাল or is given in English.	Failure to communicate the information.
Say where you are going.	CCR আমরা সিনেমায় / পার্কে / শপিং-এ যাবো / যাচ্ছি or similar place mentioned.	Place mentioned but used wrong tense.	Failure to communicate the information.
Say what time you will be back.	CCR আমরা দুটায় / পাঁচটায় / বিকালে / সন্ধ্যায় ফিরবো । or any time mentioned.	If a particular time is not mentioned or a wrong tense is used. If the time is given in English.	Failure to communicate the information.
Ask if your parents can collect you.	CCR তুমি কি আমাকে আনতে যেতে পারবে? or similar response.	If আনতে যেতে is not mentioned appropriately.	Failure to communicate the information.

Role Play 3

Task	2 marks	1 mark	0 mark
Say when you will arrive there.	CCR জুলাই মাসের শেষে / তিন তারিখে / ছুটির দিনে আসবো or similar response. Any time mentioned.	If the arrival time is not mentioned or a wrong tense is used.	Failure to communicate the information.
Say how you are travelling.	বাংলাদেশ বিমানে আসবো or any airlines mentioned with আসবো or similar response.		Failure to communicate the information.
Say how long you are staying.	আমি এক মাস / দুই মাস / দুই সপ্তাহ থাকবো। Used correct tense থাকবো. Any duration of time.	If সময় / কতোদিন is not mentioned or wrong tense is used. If the time is mentioned in English.	Failure to communicate the information.
Ask if your cousin can come to the airport to meet you.	তুমি কি এয়ারপোর্টে আসতে পারবে? or similar response.	If the response is not in question form.	Failure to communicate the information.

Role Play 4

Task	2 marks	1 mark	0 mark
Say what time your appointment is.	CCR দুপুর বারোটায় / বিকাল তিনটায় or similar response.	If the time of day is not mentioned eg বারোটায় / তিনটায় etc. If time is given in English.	Failure to communicate the information.
Say how far the surgery is.	CCR বাড়ির কাছেই / বাড়ি থেকে অনেক দূরে / বেশি দূরে না or similar response.	If the distance or "how far" is not mentioned appropriately.	Failure to communicate the information.
Say what time you will come back to school.	CCR আমি লানচ টাইমে / ২টায় ফিরে আসবো or similar response.	If "time" is not mentioned appropriately. / If the time is in English.	Failure to communicate the information.
Ask your form tutor if he/she can write a note for you.	CCR আপনি কি আমাকে একটা নোট লিখে দিতে পারবেন? or similar response.	The response is not in question form.	Failure to communicate the information.

Role Play 5

Task	2 marks	1 mark	0 mark
Say what food you can cook.	CCR আমি ডাল / মাছ / মাংস / সবজি রান্না করতে পারি or similar response.	Mentioned the item but in incomplete sentence. If the item is in English.	Failure to communicate the information.
Name two things you need to make this dish.	CCR পিঁয়াজ, রসুন / আদা / তেল / হলুদ / মরিচ or similar response.	Any two ingredients. CCR. Only one item is mentioned or if the item is in English.	Failure to communicate the information.
Say when you last cooked this dish.	CCR গত সপ্তাহে / গত মাসে – any day and time in the past should be mentioned.	If past time is not mentioned.	Failure to communicate the information.
Ask your friend what he/she likes to cook.	CCR তুমি কি কি রান্না করতে পছন্দ করো? or similar response.	The response is in question form, but in incomplete sentence. If "cooking" is mentioned instead of রান্না.	Failure to communicate the information.

Role Play 6

Task	2 marks	1 mark	0 mark
Say where you want to go.	CCR আমি লন্ডন / লীডস or a similar place is mentioned along with যেতে চাই	If the name of the destination is omitted. Inappropriate answer.	Failure to communicate the information.
Say what time you want to go.	CCR আমি সকাল দশটার / বিকাল পাঁচটার কোচে যেতে চাই or similar response including time.	If time is not mentioned appropriately. If mentioned day or time of the day.	Failure to communicate the information.
Ask how much the ticket costs.	CCR টিকিটের দাম কতো? or similar response.	If “দাম কতো” is not mentioned clearly or is in English.	Failure to communicate the information.
Ask what time the coach will arrive there.	CCR কোচ কখন সেখানে পৌঁছাবে or similar response. Time and arrival should both be communicated.	If one part of the answer (কখন or পৌঁছাবে) is missing.	Failure to communicate the information.

Role Play 7

Task	4 marks	3 marks	2 marks	1 mark	0 mark
কিসের উৎসব ছিলো? কবে হয়েছিলো?	CCR ঈদের / জন্মদিনের / বিয়ের / ক্রিসমাসের উৎসব ছিলো। গত সপ্তাহে / পাঁচ তারিখে ছিলো / হয়েছে or similar response in correct tense.	উৎসবের নাম এবং কবে হয়েছে both communicated but in the wrong tense.	Partial response - just one mentioned.	Answering with one word or similar.	
কি কি করেছিলে সেদিন?	CCR নতুন কাপড় পরেছি / বন্ধুর বাড়ি বেড়াতে গেছি or similar response.	Two activities mentioned but not in full sentences or used wrong tense.	Mentioned one activity.	Answering with one word or similar.	
কি কি খাবার খেয়েছিলে? তোমার কোন খাবারটা সবচেয়ে ভালো লেগেছিলো?	CCR পোলাও / মাংস / মিষ্টি খেয়েছি। আমার সবচেয়ে ভালো লেগেছিলো সামোসা / সেমাই etc or similar response.	Two items of food including the favourite item mentioned but in incomplete sentence.	One item mentioned or the name of the favourite item is not mentioned.	Answering with one word or similar.	
তুমি কি উপহার পেয়েছিলে? কে দিয়েছিলো	CCR আমি নতুন সালোয়ার-কামিজ / স্যুট / লেহেঙ্গা / শাড়ি পেয়েছি / জুতা / গয়না পেয়েছি। মা / বাবা / ভাই দিয়েছেন or similar response. If the name of the gift and who gave it is mentioned.	If the name of one gift is mentioned but not in a full sentence or in wrong tense.	Only one item mentioned.	Answering with one word or similar.	

Role Play 8

Task	4 marks	3 marks	2 marks	1 mark	0 mark
স্কুলের পর বাড়িতে ফিরে তুমি কি করো? কতো বণ করো?	CCR আমি টিভি দেখি / খাই / মসজিদে যাই or similar response. এক ঘণ্টা / দুই ঘণ্টার মতো etc.	কি করি and কতোবণ mentioned but in inaccurate sentence.	একটা উত্তর / One part. eg কি করি বা কতোবণ Only one answer	Answering with one word or similar.	
কখন তোমার হোমওয়ার্ক করো? কে তোমাকে সাহায্য করে?	CCR ছয়টা থেকে সাতটা / আটটা পর্যন্ত করি। বড়ো ভাই / বোন সাহায্য করে or similar response with time and the person who helps.	কখন – সময় এবং কে সাহায্য করে বা করে না mentioned but with some inaccurate sentences.	Answers only one part of the question.	Answering with one word or similar.	
রাতের খাবার তোমরা কখন খাও? কি কি খাও?	CCR রাত আটটায় / নয়টায় খাই or similar response. ভাত, মাছ, মাংস, সবজি খাই etc.	সময় ও খাবারের নাম ঠিকমতো বলা but with some inaccurate sentences. (1 mark less if any item is mentioned in English).	Only one answer.	Answering with one word or similar.	
মাকে তুমি কি কি কাজে সাহায্য করো?	CCR রান্না করতে আর ঘর পরিষ্কার করতে সাহায্য করি or similar response.	Two forms of work at home mentioned but with some inaccuracy.	One form of work mentioned.	Answering with one word or similar.	

Role Play 9

Task	4 marks	3 marks	2 marks	1 mark	0 mark
তুমি কবে থেকে কাজ শুরু করতে চাও? কতো ঘণ্টা কাজ করবে?	CCR আমি জুলাই মাসের ২২ তারিখ থেকে / সামনের সপ্তাহ থেকে কাজ শুরু করতে চাই। বিশ ঘণ্টা কাজ করতে চাই / করবো or similar response with number of hours.	কবে থেকে and কতো ঘণ্টা From when and for how many hours mentioned but in the wrong tense.	Partial answer given.	Answering with one word or similar.	
কোথায় কাজ করতে চাও? কতোদিন করবে?	CCR আমি দোকানে / অফিসে / টেসকোতে কাজ করতে চাই or similar response. একমাস / ছয় সপ্তাহ or similar response.	কোথায় কাজ and কতোদিন mentioned but with some inaccurate sentences or wrong tense used.	Partial answer given.	Answering with one word or similar.	
কেন এই কাজটা করতে চাও? (দুটি বিষয়)	CCR আগে আমি এ রকম কাজ করেছি। আমার ভালো লেগেছিলো। এই কাজ আমি ভালো বুঝি এবং করতে পারবো। or similar response such as "pocket money needed" and "to help parents".	Mention two reasons why candidate likes to do this job but in inaccurate sentence or wrong tense.	One activity mentioned.	Answering with one word or similar.	
তুমি কোথায় থাকো? কবে স্কুলে ফিরে যাবে?	CCR স্টেটপনি / স্মল হীথে / ইজলিংটনের থাকি। দু মাস / ছয় সপ্তাহ পরে স্কুলে ফিরে যাবো or similar response.	Where and when - both mentioned but in inaccurate sentences or in wrong tense.	Partial answer given.	Answering with one word or similar.	

Role Play 10

Task	4 marks	3 marks	2 marks	1 mark	0 mark
আপনি কি কিনবেন? কার জন্যে কিনবেন?	CCR শাড়ি / ব্যাগ / গয়না / জামা কিনবো। মার জন্যে / বোনের জন্যে / বন্ধুর জন্যে কিনবো or similar response.	কি কিনবো, কার জন্যে কিনবো mentioned but used wrong tense.	Communicated only one part, eg কি কিনবো বা কার জন্যে	Answering with one word or similar.	
কয়টা কিনতে চান? কি রঙের কিনতে চান / কিনবেন?	CCR একটা / দুইটা / পাঁচটা কিনবো। নীল / লাল রঙের কিনবো or similar response.	কয়টা and কি রঙ mentioned but used wrong tense.	Only one answer.	Answering with one word or similar.	
আপনি কতো টাকা খরচ করতে চান? আর কিভাবে দাম দেবেন?	CCR আমি দুই / চার / সাত হাজার টাকা খরচ করতে চাই। চেকে / ক্যাশে দাম দেবো or similar response.	কতো টাকা and কিভাবে দাম দেবো mentioned but used wrong tense.	Only one part is communicated.	Answering with one word or similar.	
আপনি নিজের জন্যে কি কি কিনবেন?	CCR আমার জন্যে ব্যাগ / শাড়ি / সালোয়ার-কামিজ / গয়না কিনবো। দুইটা / চারটা / একটা কিনবো। or similar response.	What the candidate will buy and how many - both mentioned but in the wrong tense.	Partial answer given.	Answering with one word or similar.	

Role Play 11

Task	4 marks	3 marks	2 marks	1 mark	0 mark
ইংল্যান্ডের আবহাওয়া কেমন? (দুটি বিষয় বলো।)	CCR ইংল্যান্ডের আবহাওয়া ঠাণ্ডা, তবে সামারে বেশ গরম হয় or similar response. ঠাণ্ডা and গরম both mentioned করতে হবে। মেঘ দেয় এবং বারা যাই are accepted. However no marks if just seasons are mentioned.	Mentioned two types of weather but not in full sentences.	Only one answer.	Answering with one word or similar.	
তোমার প্রিয় আবহাওয়া কি? কেন এটা প্রিয়?	CCR আমার প্রিয় আবহাওয়া হলো গরমের সময়। এ সময়ে দিন খুব বড়ো আর সুন্দর থাকে। অনেক ফুল ফোটে বাগানে। স্কুল বন্ধ থাকে। or similar response.	Name of favourite weather mentioned but without justification as to why it is favourite.	Only one answer.	Answering with one word or similar.	
এ সময়ে তুমি কি কি করো?	CCR বাইরে বেড়াতে যাই / পার্কে খেলি / সমুদ্র তীরে ঘুরতে যাই or similar response.	Two descriptions given but in incorrect sentences.	Only one answer.	Answering with one word or similar.	
ইংল্যান্ডে শীতে কি উৎসব হয়? কিভাবে তা পালন করা হয়? (দুটি বর্ণনা)	CCR ইংল্যান্ডে শীতের সময় ক্রিসমাস হয় / ইংরেজি নববর্ষ হয়। বাড়ি সাজানো হয় / কার্ড দেওয়া হয় সবাইকে / ভালো ভালো খাবার রান্না করা হয় or similar response including any festival but not birthday or wedding.	ক্রিসমাস আর নববর্ষ mentioned but how they are celebrated not explained properly or explained in wrong tense.	Only one part is communicated or communicated in inaccurate sentences.	Answering with one word or similar.	

Role Play 12

Task	4 marks	3 marks	2 marks	1 mark	0 mark
তোমার প্রিয় ফিল্মের নাম কি? এটা কি ধরনের ফিল্ম?	CCR আমার প্রিয় ফিল্ম কভি খুশি কভি গম। এটা একটা পারিবারিক ফিল্ম or similar response. Any title of a film in any language will be accepted.	Name of the film and what type of film - both communicated but not in full sentences.	Partial response. One answer only.	Answering with one word or similar.	
এই ফিল্মটা তোমার কেন প্রিয়? দুটি বিষয় বলো।	CCR আমার পছন্দের নায়ক / নায়িকা আছে। অনেক সুন্দর নাচ-গান আছে। অভিনয় খুব ভালো হয়েছে। or similar response.	Mentioned two reasons but not in full sentences.	Partial response. Only one answer.	Answering with one word or similar.	
এই ফিল্মটা তুমি কোথায় এবং কার সঙ্গে দেখেছো?	CCR অডিয়নে দেখেছি। লোকাল সিনেমায় দেখেছি। বন্ধুর সঙ্গে /বোনের সঙ্গে দেখেছি। / বাসায় / বাড়িতে দেখেছি or similar response.	Where seen and with whom - both mentioned but used wrong tense.	Partial response. Only one answer.	Answering with one word or similar.	
টেলিভিশনে তুমি কি ধরনের প্রোগ্রাম দেখো? কেন দেখো?	CCR আমি নেইবার্স, ঈস্ট এন্ডার্স/এনিমেল প্রোগ্রাম দেখি। দেখতে আমার ভালো লাগে, কারণ গল্পটা সুন্দর / বাস্তব জীবন দেখায় / সোপ অপেরা আমার ভালো লাগে or similar response.	Mentioned the name of the programme but without justification or communicated in inaccurate sentences.	Partial response. Only one answer.	Answering with one word or similar.	