

## *Teacher Resource Bank*

### **GCSE Bengali**

#### **Other Guidance**

- Exemplar Student Marked Work:  
Writing Spring 2012



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## Introduction

The flexible, unitised structure of Unit 4 Writing allows students to maximise achievement. There are 50 marks allocated to this unit and the test carries 25% of the total marks.

Students are required to write, in Bengali:

**a short list or to complete a form, which demonstrates their ability to write words or phrases. (Question 1)**

**a text, which offers the opportunity to use a variety of structures, expressing their personal opinions. (Question 2)**

**a text which offers the opportunity to write descriptively or imaginatively, expressing and explaining ideas and points of view, eg an article, a letter, publicity material. (Question 3)**

### Purposes for Question 2 and for Question 3

Students are offered a choice of contexts and purposes for Question 2 and for Question 3:

Question 2 (a) is drawn from the context Lifestyle; 2 (b) is drawn from Work and Education. Students answer either 2 (a) or 2 (b).

Question 3 (a) is drawn from the context Leisure; 3 (b) is drawn from Home and Environment. Students answer either 3 (a) or 3 (b).

Students must have access to a dictionary in the Writing test.

Stimuli are displayed in Bengali with gist summaries in the rubrics and suggested content points, all in English.

There is no word limit to either Question 2 or Question 3. It is important that the tasks are completed: the number of words need not be counted. Students are expected to use a variety of structures and include different tenses.

In Question 2, students are expected to express personal opinions and need to refer to at least two tenses in order to score top marks.

In Question 3, students are expected to express and explain ideas and points of view and to refer to three tenses.

The bullet points provided in Questions 2 and 3 are not prescriptive. Students do not have to respond to these bullet points fully. Instead, they may include their own ideas and points of view within the context of the question.

Answer **all** questions in the spaces provided.

- 1 You are asked to take part in a survey on what students carry in their school bags on a typical school day.

Complete the following survey form, in **Bengali**, giving **four** more items.



What things do you carry in your school bag?

Example: বই

1 খাতা

2 স্বাস্থ্য বুলব

3 বাল

4 পেনসিল

(2 marks)

2

1: 2

Turn over ▶



0 3

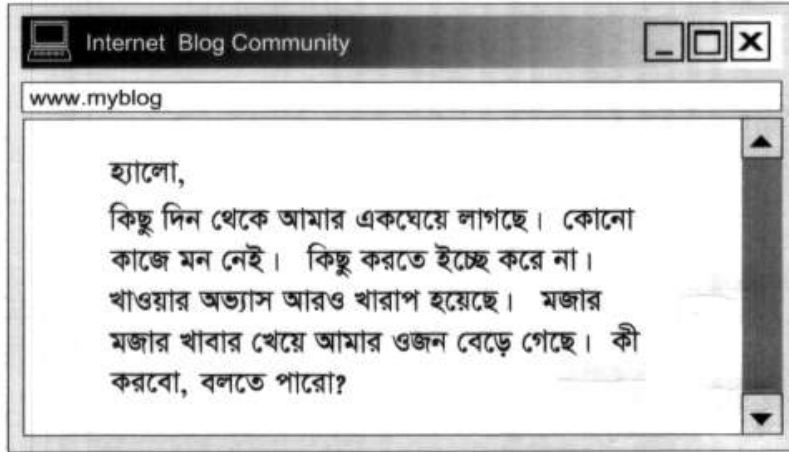
H/Jun11/46354

Answer **either** Question 2(a) **or** Question 2(b).

**EITHER**

2 (a)

Your friend Hasan from a partner school in Bangladesh writes the following blog on the Internet about himself. He mentions that his lifestyle has changed recently; that he is bored and feels lazy; how his eating habits have got worse and the fact that he has started to put on weight. He asks you for advice on what he should do to live more healthily.



Reply to your friend's entry, in **Bengali**, giving your views and the reasons for your opinions. For example, you **could** include the following:

- examples of things you do to stay healthy
- activities which can help him change his existing lifestyle
- the reasons for your suggestions
- what changes he should make to his eating habits.

Or, you could include your own ideas.

(24 marks)

শরীর ভালো রাখার জন্য আমি রোজ ~~হেঁটে~~  
সকালে হেঁটে স্কুলে আসা-যাওয়া করি।  
বিকালে পাকে খেলাধলা করি আর মাতার করি।  
সুতরাং শনিবারে আমি জিমে যাই। সেখানে  
মেশিনে ব্যায়াম করি। আমি রোজ বেশি করে  
সবাই আর ফল খাই। লানচে শুধু সালাদ



আর দই খাই। হাঁটা-চলা খেলাধুলা আর ব্যায়াম  
করলে শরীরে বড় চলাচল হবে। শরীর ভালো থাকবে।  
সকালে, ফল আর গাছ খেলে অসুখ হবে না।

আমি আগে মোটা ছিলাম। শুধু চিকেন, ~~আর~~ চিপস  
আর বেক খেতাম। বাড়তে ফেরি শোফায় বসে  
টিভি দেখতাম আর কম্পিউটারে গেম খেলতাম। \*  
স্কুলে যেতে দেরি হয়ে যেতো। হোমওয়ার্ক করতাম  
না। টিচারদের ঝগড়া বকা খেতাম।

তুমি যোগ হাঁটবে আর বিকালে স্ট্রেন্ড টেনিস  
খেলবে। সকালে ঘর থেকে উঠে ব্যায়াম করলে  
শরীর ভালো থাকবে। \* বিকালে শুধু টিভি দেখবে  
না। ঘর গুলবে হুজুর করবে। মনে - থাকবে। তুমার  
শরীর ভালো থাকলে, তুমার মন ভালো থাকবে।  
তাইলে লেখাপড়া না কর বসবে।

\* শুধু ঘর-ঘর আসতে।

2aC: 14

2aR: 5

2aA: 5



OR

3 (b)

You are entering a competition in your local Bengali newspaper about your ideal home. The competition asks your views on what your ideal home would be like; facilities you want in and around your ideal home; the neighbours and local environment; transportation and tourist attractions. The newspaper also offers a special prize for the participants.

## মনের মতো বাড়ি

প্রিয় পাঠক,

তোমার মনের মতো বাড়িটি কেমন হবে? বাড়ির ভেতরে এবং আশেপাশে কেমন সুযোগসুবিধা থাকবে? প্রতিবেশীরা? এলাকার পরিবেশ? যাতায়াতের কী ব্যবস্থা? দেখার মতো কী থাকবে? মতামত লিখে জানাও।

প্রতিযোগিতায় অংশ নিলে একটি করে পুরস্কার দেওয়া হবে।

Respond to the newspaper, in **Bengali**, giving your views and the reasons for your opinions. For example, you **could** discuss the following:

- where you live now and where your family used to live
- what you did or did not like about these houses and why
- what your ideal home would look like
- how your ideal home would change your life
- why you think you deserve to win the competition.

Or, you could include your own ideas.

(24 marks)

আমি যেহেতু এলাকা বার্বিক। আমাদের বাড়িটা বহু টেক টোহম হাটতে। লাটনসে বসে আমরা স্নাতকো টিডি ~~অপেক্ষা~~ দেখি। এই বাড়িতে আমরা ~~একটি~~ নিজের একটি বন আছে। বাড়ির পেছনে একটি বাগান আছে। এর আগে আমার বাড়িশিল্পের ফুট থবডাম



বাসাটী ঠিক বেশি হেটে আৰু সুবানো হিলা।

আমাৰ নিজেৰ বন্ধু আছিল না আৰু ঠিক বেশি  
লুখজান লেখাপঠৰ সুবিধা হৈছে। এলাকাৰ

ভালো ঠিক আছিল না। এবাৰ আমাৰ ঘৰৰ  
বসানৰা হৈছে কাৰান কুলে গাৰে সুপাৰমাৰেৰে আছে  
এটা বুৰ সুৰ সুবিধা কাৰান সুপাৰমাৰেৰে আছিল  
হেঁচা আমাৰাওঁ আৰু হাসিমুহি যাই।

আমাৰ আছিল এটা বড় ঘৰ থকাৰে হাই কাৰান আমাৰ  
এটা পাৰিবাৰ আছে। আমাৰ বাতৰে এটা গাৰে  
থকলে আমাৰ আৰু মিনিটী নাই কাৰান আমাৰ  
ঠিক নিজেৰ এটা ফল আৰু মাৰু মাৰু হালকা  
হৈছে চাই। শেখানে আমাৰ সুপাৰমাৰেৰে যোগা নাগে না।

আমি যানি এটা ঘৰ আমাৰ মাৰু লাগে বুৰ  
ভালো। ~~আমাৰ পাৰিবাৰে হাই আ~~

END OF QUESTIONS

24





## Student 1 Commentary

### Question 1

The task is to convey 4 items which could be packed in a school bag, in Bengali. Three items are conveyed unambiguously, so 2 marks are awarded.

**Total mark = 2**

### Question 2 (a)

This piece of work is fully relevant and very clearly communicated. The response is detailed and contains a lot of information. Ideas and points of view are expressed and explained in all paragraphs.

They are well justified by the student, for example: "হাঁটাচলা আর ব্যায়াম করলে শরীলে রক্ত চলাচল হবে। শরীর ভালো থাকবে। তোমর শরীর ভালো থাকলে তোমার মন ভালো থাকবে। তাইলো লেখাপড়ায় মন বসবে।"  
The response is also well structured, i.e. divided into clear paragraphs.

**Content - 14**

The student uses a wide variety of appropriate vocabulary. There are several examples of more complex sentences used successfully. Present, past and future tenses are all used on at least one occasion. Therefore, a mark of 5 is awarded.

**Range of Language – 5**

The response is accurate. Although there are several spelling errors and lapses, they are of a minor nature and do not affect communication. The intended meaning is clear in all sentences, therefore, a mark of 5 is awarded.

**Accuracy – 5**

**Total marks = 24/24**

### Question 3 (b)

The response to the task is rather limited. Some relevant information is conveyed but not sufficient to score more marks. The piece would also benefit from improvements to the structure, which would make it clearer. The student begins by saying where she lives and where she lived before, she also linked where she would like to live in the future. This is followed by an opinion and reasons. However, the ideas could have been developed further, with more detailed information, hence a mark of 10 is awarded.

**Content - 10**

There is some variety of vocabulary, but the structure used is mostly simple. The student tries to use longer sentences, using appropriate linking words but the attempts are not always successful. There are attempts to use different tenses but they are in mostly simple structures. Therefore, a mark of 3 is awarded.

**Range of Language - 3**

The piece contains many errors of spelling, punctuation and grammar but, on the whole, they do not impede communication. Verb forms are sometimes successful but occasional lapses impede appropriate communication. Therefore, a mark of 2 is awarded.

**Accuracy – 2**

**Total marks = 15/24**

Answer **all** questions in the spaces provided.

- 1 You are asked to take part in a survey on what students carry in their school bags on a typical school day.

Complete the following survey form, in **Bengali**, giving **four** more items.

What things do you carry in your school bag?

Example: বই

1 ল্যাপটপ

2 ফানস

3 নাস্তা

4 কুমড়া

(2 marks)

2

1: 2

Turn over ►



0 3

OR

2 (b)

You have seen this posting on your school website, asking for your opinions on after-school activities. You are asked which clubs are on offer; what you do at these clubs; what are the advantages/disadvantages in joining these clubs and what club(s) you have joined recently and why.

ছুটি পড়ে স্কুলে আতঃ লেখাপড়া, না অন্য কিছু?

- স্কুলে কী কী ক্লাব আছে?
- তুমি কোন ক্লাবে যেতে চাও?
- এসব ক্লাবে কী কী করা যায়
- স্কুল ক্লাবগুলোতে তুমি কী কী পরিবর্তন দেখতে চাও?

Write your reply to the posting, in **Bengali**, giving your views and the reasons for your opinions. For example, you **could** discuss the following:

- types of clubs
- what you do at these clubs
- what are the advantages/disadvantages in joining school clubs
- what club you have joined recently and why.

Or, you could include your own ideas.

(24 marks)

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OR

3 (b)

You are entering a competition in your local Bengali newspaper about your ideal home. The competition asks your views on what your ideal home would be like; facilities you want in and around your ideal home; the neighbours and local environment; transportation and tourist attractions. The newspaper also offers a special prize for the participants.

## মনের মতো বাড়ি

প্রিয় পাঠক,

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প্রতিযোগিতায় অংশ নিলে একটি করে পুরস্কার দেওয়া হবে।

Respond to the newspaper, in **Bengali**, giving your views and the reasons for your opinions. For example, you **could** discuss the following:

- where you live now and where your family used to live
- what you did or did not like about these houses and why
- what your ideal home would look like
- how your ideal home would change your life
- why you think you deserve to win the competition.

Or, you could include your own ideas.

(24 marks)

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আমাৰ সকল ল'লেই থাকি, আমাৰ ল'লেই  
 বাঢ়ি আমাৰ ক'লে উল ল'লেই ক'লে ল'লেই  
 বাঢ়ি ক'ল চ'ল। আমাৰ যোঁকৈ অকাই খুঁ  
 বিলিডি আমাৰ বিলিডি। আমাৰ মাৰুই মন  
 যুগে, আমাৰ ক'ল যোঁ মন মন, আমাৰ  
 মাৰুই বাঢ়ে একেই মাৰুই ইয়াত পাৰি না,  
 কিন্তু ল'লেই বাঢ়ি উল ক'লে যোঁকৈ  
 পাৰি ক'ল দাবি দাবি, আমাৰ মন মন  
 ইয়া, আমাৰ অনেক যোঁ ক'ল উল  
 মন ক'ল। ত'কৈ আমাৰ আমাৰ মন মন  
 ক'ল একেই বাঢ়ি মন মন, আমাৰ মন মন  
 মত বাঢ়ি ইয়া মন মন, ক'লে মন মন  
 ব'ল ক'লে বাঢ়ি মন মন পাৰি। আমাৰ  
 মন মন, ল'লেই আমাৰ উল উল  
 একেই উল না। আমাৰ মন মন আমাৰ  
 অনেক উল। আমাৰ মন মন মত বাঢ়ি উল  
 ইয়া মন মন মাৰে, আমাৰ মন মন  
 আমাৰ মন, উই মন আমাৰ মন মন না  
 ল'লেই বাঢ়ি ক'ল আমাৰ মন মন আমাৰ  
 বিলিডি উই একেই ই ইয়া আমাৰ মন মন  
 মত বাঢ়ি বাঢ়ি। আমাৰ বাঢ়ি উল মন মন  
 আমাৰ আমাৰ মন মন মত বাঢ়ি উল ইয়া  
 মন আমাৰ মন, আমাৰ বাঢ়ি উল উই  
 ইয়া ক'ল ব'ল। বাঢ়ি উল পাৰি একেই  
 আমাৰ মন মন বাঢ়ি উল ইয়া ক'ল ব'ল।

END OF QUESTIONS

24



## Student 2 Commentary

### Question 1

The student gives 4 items which could be packed in a school bag. The words are unambiguous, so a mark of 2 is awarded.

**Total marks = 2**

### Question 2 (b)

The content is fully relevant to the task. The information is communicated clearly, explaining ideas and points of view. The structures are also appropriate, varied and well organised. Complex structures are handled with confidence and the verb/tense forms are used successfully.

This piece of work is fully relevant and very clearly communicated. The response is detailed and contains a lot of information. Ideas and points of view are well expressed and justified by the student using conditional and habitual past. For example: ‘আমি ইংরেজি ক্লাবে যাই কারণ আমার ইংরেজি এত ভাল না; আমি যখন বাংলাদেশে ছিলাম তখন এত ক্লাবে যেতাম না। শুধু খেলাধুলার ক্লাবে যেতাম, আমার খেলাধুলা খুব ভাল লাগে; ক্লাবে গেলে অনেক বন্ধু বান্ধবীও পাওয়া যায়; ক্লাবে গিয়ে যদি কিছু শিখা যায় তাহলে ভবিষ্যতে কাম আসতে পারে।

The examples above show that the piece contains varied structures and fits well within the context, though all suggested points have not been fully developed. In particular, the points on possible improvements to the current range of school clubs were not covered. However, teachers should bear in mind that students do not have to respond to all the suggested bullet points. They may include their own ideas and points of view instead. The overall content comfortably fits in the top band of ‘Very good’, therefore, the highest mark of the top band (14) is awarded.

### Content - 14 marks

The student uses a variety of appropriate vocabulary and varied structures. There are several examples of more complex sentences used successfully. Present, past and future tenses are all used on at least one occasion. More complex sentences are handled with confidence and verb tenses are used successfully, so 5 marks are awarded for Range and Language.

### Range of Language – 5

The response is largely accurate, although there are some errors (wrong spelling, for example: শিকা, কাম,একন, সবছে) particularly in attempts at more complex structures. However, they are of a minor nature and do not affect communication. Verbs and tense formations are also secure. Therefore, 5 marks are awarded for Accuracy.

### Accuracy – 5

**Total marks = 24/24**

### Question 3 (b)

This piece of work is fully relevant and very clearly communicated. The response is detailed and contains a lot of information. Ideas and points of view are expressed and explained in detail.



They are well justified by the student, for example: ‘আমার লন্ডনের বাড়ি আমার কাছে ভালো লাগে না কারণ লন্ডনের বাড়ি খুব ছোট আর যেকোনো তাকাই শুধু বিলডিং আর বিলডিং; খুব বেশি গাড়ির শব্দ। গাড়ির শব্দের জন্য রাতে একটু শান্তিতে ঘুমাতে পারি না।. The response is well structured and sequenced very well. The overall content comfortably fits into the top band of ‘Very good’; therefore the highest mark of the top band (14) is awarded.

### **Content - 14**

The student uses a wide variety of appropriate vocabulary. There are several examples of more complex sentences used successfully. Present, past and future tenses are all used on at least one occasion, there is a range of language and wide variety of appropriate vocabulary in evidence. The student deserves full marks in this category, so a mark of 5 is awarded.

### **Range of Language - 5**

The response is accurate, and although there are several spelling errors, they are of a minor nature and do not affect communication. The intended meaning is clear in all sentences.

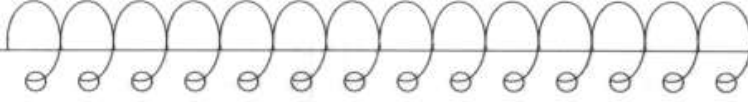
### **Accuracy – 5**

**Total marks = 24/24**

Answer **all** questions in the spaces provided.

- 1 You are asked to take part in a survey on what students carry in their school bags on a typical school day.

Complete the following survey form, in **Bengali**, giving **four** more items.



What things do you carry in your school bag?

Example:

- বই
- 1 লাল বক্স
- 2 কমলা বক্স
- 3 টেক্স
- 4 চকলেট

(2 marks)

2
---

1: 2

Turn over ►



03

OR

2 (b)

You have seen this posting on your school website, asking for your opinions on after-school activities. You are asked which clubs are on offer; what you do at these clubs; what are the advantages/disadvantages in joining these clubs and what club(s) you have joined recently and why.

ছুটি পড়ে স্কুলে আর্ড লেখাপড়া, না অন্য কিছু?

- স্কুলে কী কী ক্লাব আছে?
- তুমি কোন ক্লাবে যেতে চাও?
- এসব ক্লাবে কী কী করা যায়
- স্কুল ক্লাবগুলোতে তুমি কী কী পরিবর্তন দেখতে চাও?

Write your reply to the posting, in **Bengali**, giving your views and the reasons for your opinions. For example, you **could** discuss the following:

- types of clubs
- what you do at these clubs
- what are the advantages/disadvantages in joining school clubs
- what club you have joined recently and why.

Or, you could include your own ideas.

(24 marks)

স্কুলে নানান ক্লাবের ক্লাব আছে। সে  
ক্লাব কুর্চ বঙ্গো কার্বন আর্ডন নানান ক্লাবের  
মানুষ দেখেন। স্কুলের ক্লাব হল চেসেসেস  
ক্লাব, গুটবোল ক্লাব, বিডিয় ক্লাব, রাডা-  
বারার ক্লাব আছে।



আমি গুটোল ক্লাব যেতে চাও কারণ গুটোল  
ক্লেটিক কেবলে সনি সবিবের জন্ম বাল্য  
হব। আমি গুটোল ক্লাবে যেতে চাও কারণ  
গুটোল হল আশা হবি।

আমি সবলো চেস ক্লাবে জয়। চেস ক্লাব কুব  
বালো কারণ, ~~ক~~ লেকা গরাত আমি কুব  
বালো বরি। চেস কেলো কুবিয় ককাটি সবল  
কুব চলেদিব আশো।

ফুলের ক্লাবে ~~ক~~ আশালে কুব বালো  
কারণ কাবার আসে আর সুবি বন্দ  
কুব বেছি বনদু ধায়তে গারবে।

সকল ফুলের ক্লাবে জায়গো, ফুলের  
ক কাশিকা লাগলে ফুলের ক্লাবের মাসটারের  
কাতে দেখা করেন।

2bC: 8  
2bR: 3  
2bA: 2



OR

3 (b)

You are entering a competition in your local Bengali newspaper about your ideal home. The competition asks your views on what your ideal home would be like; facilities you want in and around your ideal home; the neighbours and local environment; transportation and tourist attractions. The newspaper also offers a special prize for the participants.

## মনের মতো বাড়ি

প্রিয় পাঠক,

তোমার মনের মতো বাড়িটি কেমন হবে? বাড়ির ভেতরে এবং আশেপাশে কেমন সুযোগসুবিধা থাকবে? প্রতিবেশীরা? এলাকার পরিবেশ? যাতায়াতের কী ব্যবস্থা? দেখার মতো কী থাকবে? মতামত লিখে জানাও।

প্রতিযোগিতায় অংশ নিলে একটি করে পুরস্কার দেওয়া হবে।

Respond to the newspaper, in **Bengali**, giving your views and the reasons for your opinions. For example, you **could** discuss the following:

- where you live now and where your family used to live
- what you did or did not like about these houses and why
- what your ideal home would look like
- how your ideal home would change your life
- why you think you deserve to win the competition.

Or, you could include your own ideas.

(24 marks)

প্রিয় পাঠক,  
আমি পবেটি প্রতিযোগিতার অংশ নিলে একটি করে  
পুরস্কার দেওয়া হবে, এর কারণে আমি আমার  
মনের মতো বাড়ির কথা বলব। আমি মন  
আমার মনের মতো বাড়ি নতনের কথা  
আমি নতনে ছুগনি এলাকায় স্থান, এলাকা



আনেক বৰিৎ, বড়ৰ কাচাও কুন বড় অগ নাই, মৰ্ক  
নাই আৰ কন বেলমৰ হাট। অমৰ্যৰ বাদুত কমচপৰ পৰ  
নাই এ কমবন আৰ্মি এ স্বাইগাৰ জেবুতে চাইন্য, অমৰ্য  
অমৰ্যৰ গৰে অমৰ্য দিন কমচুটমৰ আৰ টি.ছি দেকাও থাৰি।

অমৰ্যৰ কলমকৰ্মই স্বৰ বিষ্ণু কৰতে ইচ্চে কৰে ন্য। অমৰ্য  
কমৰ কমচপৰ জিহ্বা ওনাই এ কমবন অমৰ্যৰ অৰিৰ থমৰাগ  
হয়েছে। অমৰ্যৰ বাদুত একটা হুটে কাচাৰ, আৰ অমৰ্যৰ বুঝ  
থুব হুটে। অমৰ্যৰ অগনেৰ অগদ বাদু হলে অমৰ্য চাই  
অমৰ্যৰ কলমকৰ্মই কমচপৰ মৰ্ক, জিহ্বা, কৌলমৰ হাট  
অমৰ্যৰ জিনিস অমৰ্য। অমৰ্য চাই অমৰ্যৰ অগনেৰ  
বাদুতে অমৰ্যৰ বুঝ বড় হবক, অমৰ্য চাই অমৰ্যৰ বুঝেৰ  
ৰং গুলমদি আৰ কৌল অমৰ্য। অমৰ্য চাই অমৰ্যৰ বুঝ একটা  
বড় কমচপৰ থাবু, অমৰ্যৰ অমৰ্য একটা লম্বা আৰ বড় কাচাৰ  
অমৰ্য। অমৰ্য চাই অমৰ্যৰ কাচাৰে নম্য বকম্বা ফুল আৰ  
ফুল অমৰ্য কমবন অমৰ্যৰ বাদুৰ কাচাৰে কমচি একটা গাট,  
এ গাট অমৰ্যৰ অমৰ্য অমৰ্য অমৰ্য অমৰ্য অমৰ্য অমৰ্য অমৰ্য  
অমৰ্য চাই অমৰ্যৰ বাদুত হাট অমৰ্য অমৰ্য, এ কমবন  
অমৰ্যৰ সৰিৰে অমৰ্য অমৰ্য। অমৰ্য অমৰ্য অমৰ্য, এ অমৰ্য  
এক অমৰ্যৰ অমৰ্য অমৰ্য। অমৰ্য অমৰ্যৰ বাদুত একটা  
অমৰ্যৰ কমচি পুল চাই কমবন আৰি জিহ্বা স্বচে অমৰ্যৰে  
অমৰ্যৰ কমচি কমব অমৰ্য অমৰ্যৰ অৰিৰ কাচা হৰে। অমৰ্য  
অমৰ্যৰ অগনে বাদু অমৰ্যৰে আনেক কমচি হব! অমৰ্যৰ  
আনেক আনেক অমৰ্য হৰে, অমৰ্যৰ বাদুৰে দেকাটে  
অমৰ্য। অমৰ্য মৰ্ক অমৰ্যৰ বাদুত হুটে কৰতে অমৰ্য কমবন  
অমৰ্যৰ বাদু আনেক বড় অমৰ্য। অমৰ্য বৰ বৰিৰ অমৰ্য  
বাদুত কৰতে অমৰ্য আৰ কমচি অমৰ্য কমবন ফুল আন  
নামবে ন্য।  $\frac{1}{2}$  নিলিচম

END OF QUESTIONS

24



## **Student 3 Commentary**

### **Question 1**

There is some ambiguity on item 1 and item 2. However, items 3 and 4 are displayed unambiguously. It is to be noted that to score 2 marks, students need to convey 3 out of 4 words. Here, the student conveys 3 words appropriately. Therefore, a mark of 2 is awarded.

**Total marks = 2**

### **Question 2 (b)**

The task requires the student to focus on the context of curricular and extra-curricular activities on offer and thoughts about a way forward. The student does not have to respond to each bullet point, so the messages conveyed are generally relevant. However, the information conveyed was not enough to score marks within the top two bands. The piece would also benefit from improvement to the structures and formation of verbs. The student offers simple opinions, and there is some development of basic ideas. However, they are not always explained or justified, hence a mark of 8 is awarded.

**Content – 8**

There is some variety of vocabulary but the structures used are mostly simple with heavy influence from regional dialectical expressions. The student tries to use longer sentences, using appropriate linking words but the attempts are often unsuccessful, with a frequent mismatching of verb forms. Therefore, a mark of 3 is awarded.

**Range of Language -3**

The piece contains many spelling, punctuation and grammatical errors, which often impede communication. Therefore, a mark of 2 is awarded.

**Accuracy – 2**

**Total marks = 13/24**

### **Question 3 (b)**

The content again is fully relevant to the task. The information is conveyed clearly, explaining ideas and points of view. The structures are also appropriate, varied and well presented. Complex structures are handled with confidence and the verb/tense forms are used successfully. The suggested points have not all been covered. This is perfectly acceptable. Students do not have to respond to the suggested bullet points, as long as they have written a relevant and detailed response to the title and included their own ideas and points of view. The content fits well within the criteria of 'Very Good' and a mark of 14 is awarded.

**Content - 14 marks**

There is evidence of a variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, such as আমার এলাকার জন্য কিছু করতে ইচ্ছে করে না। আমার বাড়ির কানদায় জিমও নাই এ কারণে আমার শরীর খারাপ হয়েছে। The piece lies well within the top band and so the mark of 5 is awarded.

### **Range of Language - 5 marks**

This piece is generally accurate. Verb and tense formations are also secure. However, a number of spelling errors are evident. Therefore, a mark of 4 is awarded.

### **Accuracy - 4 marks**

**Total marks = 23/24**



## Writing Assessment Criteria – Bengali/Modern Hebrew/Panjabi/Polish

	Content	Range of Language	Accuracy	Total
Question 1	2	-	-	2
Question 2	14	5	5	24
Question 3	14	5	5	24
<b>Total</b>	30	10	10	50

### Question 1 - Content

Marks	Content
0	No understandable words.
1	1-2 words conveyed without ambiguity.
2	3-4 words conveyed without ambiguity.

For Question 2 and Question 3 the following criteria will be used

### Content

Marks	Criteria
13-14	<b>Very Good</b> Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10-12	<b>Good</b> Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7-9	<b>Sufficient</b> Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4-6	<b>Limited</b> Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1-3	<b>Poor</b> Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

## Range of Language

Marks	Criteria
5	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
4	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are often successful.
3	Some variety of vocabulary and structures used, including attempts at longer sentences using appropriate linking words which are sometimes successful.
2	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

## Accuracy

Marks	Criteria
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

- The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table below).
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content. (See table below)
- If a mark is awarded for Content, this will inevitably lead to the award of a mark for Range of Language and for Accuracy.
- If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy.

Content Mark	Maximum Mark for each of Range of Language and Accuracy
0	0
1 – 3	1 – 2
4 – 6	1 – 3
7 – 9	1 – 4
10 – 12	1 – 5
13 – 14	1 – 5