



GCSE

BENGALI

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Paper 2 Speaking Foundation and Higher

Mark scheme including Guidance for Role-plays

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' tests. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 tier and Higher tier

Part One mark scheme

All candidates complete one speaking test at either Foundation tier **or** Higher tier.

Principles of marking

The Speaking Tests are marked in accordance with the assessment criteria provided later in this document.

No allowance can be made for poor teacher conduct of the tests. You can only assess what you hear.

If a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly by the teacher-examiner without stopping the recording.

Level of response marking instructions

Level of response mark schemes are used in the Photo card and General conversation tasks. The criteria are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for that level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the student performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity, you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the performance and not look to pick holes where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the performance to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level, you need to decide on the mark. The exemplar materials used during standardisation will help. You can compare the student's performance with the examples marked by the Lead Examiner to determine if it is the same standard, better or worse than the examples. You can then use this information to allocate a mark for the performance.

You may well need to go back through the test as you apply the mark scheme to assure yourself that the level and the mark are appropriate.

The test as a whole

Each candidate’s speaking test consists of three parts, completed in this order:

- Part 1** Role-play – two minutes approximately (15 marks)
- Part 2** Discussion of photo card – two minutes at Foundation tier and three minutes at Higher tier (15 marks)
- Part 3** General conversation – 3–5 minutes at Foundation tier and 5–7 minutes at Higher tier (30 marks)

Total marks at Foundation tier and Higher tier = 60

Nine role-plays and photo cards will be set at each tier in each series for French, German and Spanish and six for small entry languages.

Marks will be allocated in the following way at both Foundation tier and Higher tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
General Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

Marks for each candidate must be entered clearly in black pen on the Speaking Score Sheet (see Appendix 1 on p.19) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Speaking Score Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

Section 1: Role-play

This part of the test consists of a role-play which has been prepared by the candidate in the preparation time. Each candidate completes one role-play at the tier for which they have been entered. The role-play is not timed.

There are five tasks for the role-play, each of which is awarded up to two marks for Communication. There is then an overall assessment of the candidate's Knowledge and use of language (KUL) in the role-play and up to five marks are available. The total number of marks for the role-play is 15 (10 + 5).

A target language script is provided for the teacher-examiner which must be adhered to. The only occasion when teacher-examiners are permitted to change the target language script is if a candidate's response makes the printed prompt inappropriate. An example of this would be if the candidate was asked what they did at the weekend and their response was that they were ill. So, if the target language prompt in the script was 'super', this could justifiably be changed to 'oh dear'. If teacher-examiners give key vocabulary, candidates cannot be rewarded for it.

You must mark the role-plays in accordance with the assessment criteria given below and with Part 2 of the mark scheme. Part 2 of the mark scheme is specific to an examination series and gives examples of marks for possible utterances made by candidates in each of the role-plays. This guidance obviously cannot cover all possibilities and should be used in conjunction with the assessment criteria.

Assessment criteria for each role-play task

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

- Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc, in the target language. If the candidate asks for repetition in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark for Knowledge and use of language.*

You should also note the following information.

Material shown in brackets in the Part 2 mark scheme does 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 marked up to the point that the task is accomplished.** As soon as the task is completed, the two marks are given for Communication. Anything said in relation to the task after that point is ignored as far as the mark for Knowledge and use of language is concerned. If the candidate says something which is wrong followed by a correct response to the task, one mark is awarded for Communication and the incorrect part of the message is taken into account when deciding on a mark for Knowledge and use of language.

See these examples:

The task is ‘Say what you did last night. Give **one** detail.’

Candidate A says: ‘I went to the cinema and I’m going to the restaurant’. The task is complete as soon as the candidate says ‘I went to the cinema.’ Two marks are given for Communication and what follows is ignored.

Candidate B says: ‘I’m going to the cinema and I went to the restaurant.’ The first part of this utterance is in the wrong tense and, although the task is then completed correctly, some ambiguity arises. For this reason, one mark is awarded for Communication and the incorrect language is taken into account when giving the mark for Knowledge and use of language.

If the teacher-examiner supplies **key** vocabulary, whether requested or not by the candidate, no marks are awarded for that individual role-play task. If the task is a split response, no marks should be awarded for that part of the response but the rest of the response should be marked according to the criteria.

If a candidate uses the incorrect form of address as specified for the role-play, there is no automatic penalty and this should be taken into account when awarding the mark for Knowledge and use of language.

In any given task, once the student has said enough to warrant a mark of two for Communication, ignore any extra information for assessment purposes, for Communication and also for KUL.

You should award no marks where a teacher repeats a question after the candidate has given a **complete but incorrect** answer. However, if the candidate corrects an initial incorrect response without any intervention from the teacher-examiner, credit is given for the correct version. If the candidate starts to give an incorrect response (maybe because they are responding to the wrong task as they consult their notes), the teacher-examiner can interrupt by repeating exactly the prompt on the Teacher’s role. If the candidate then gives a correct reply, two marks are awarded for Communication and the initial incorrect part-answer is ignored when awarding the mark for Knowledge and use of language.

It is acceptable for teachers to prompt the candidate to elicit a second detail and credit should be given without any penalty if the task is completed.

The candidate’s answers may not always be produced in the order anticipated, but credit should be given if the tasks are completed over the role-play as a whole.

For the question task, any appropriate question is accepted, including the use of intonation.

For the question task, if the student does not ask the question after the teacher's initial prompt, it is fine for the teacher to prompt with something like প্রশ্ন?

For the question task, it is permissible for the student to ask a question by giving a statement using a verb followed by আর তুমি? For example, where the prompt on the candidate's card is আমি সাতার কাটতে পছন্দ করি, আর তুমি?

This way of asking a question will not suit all question tasks and the question must make sense for the award of two marks.

For extra guidance on the question task in the role-play, look at points 8, 9 and 10 of the General Principles for marking the role-play.

Knowledge and use of language for the role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Additional guidance on application of the assessment criteria for Knowledge and use of language

The guidance below is provided to describe the key features of a performance scoring each particular mark at each of Foundation and Higher tiers and should be applied on the basis of a 'best fit' approach.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

Foundation Tier

For a student scoring five marks, the language used is generally accurate but there may still be the occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled effectively.

For a student scoring four marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication.

For a student scoring three marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. There may be a task which the student cannot complete because of a lack of linguistic knowledge.

For a student scoring two marks, although there is an ability to use a verb effectively, linguistic inaccuracy at times makes what is said ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring one mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

Higher Tier

For a student scoring five marks, the language used is very accurate, although there may still be the very occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled with confidence and tense usage is always accurate.

For a student scoring four marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication. Verbs are handled with confidence and tense usage is nearly always accurate.

For a student scoring three marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. Imprecise tense usage may lead to problems with communication. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring two marks, the student shows some ability to use verbs effectively. On other occasions, the language used in relation to the tasks is ambiguous or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring one mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

Section 2: Discussion of photo card

This part of the test consists of a photo card which has been prepared by the candidate in the preparation time. The teacher-examiner will ask five prescribed questions; three of these questions are printed on the candidate's card and will have been prepared during the preparation time. The remaining two questions are printed in the Teacher's Booklet.

Assessment criteria

The candidate's responses to the five questions are assessed for Communication only, according to the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

- (a) At least one question on each photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc in the target language. If the candidate asks for repetition, etc in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark.*

The photo card task must be timed. Timing begins as soon as the teacher-examiner begins to ask the first question 'What is there in the photo?'. The maximum time for Foundation tier is two minutes and for Higher three minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on two or three minutes, the candidate is allowed to complete their answer and this is eligible for credit. If the candidate is speaking at this point, they also are permitted to complete their answer and again this is eligible for credit.

Only the questions on the candidate card and in the Teacher's Booklet can be asked. No supplementary questions are permitted, even if the test falls short of the recommended maximum time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria.

Unlike in the role-play, in the photo card task a question may be paraphrased rather than simply repeated. A paraphrase must keep to the same meaning as the printed question. In all likelihood, this will be a vocabulary item for which there are two words in the target language and the one that is printed is the one with which candidates are least familiar. The teacher-examiner may then change that word for the more familiar one. In Spanish, an example would be *Internet* instead of *Red*; in French, *ami(e)* for *copain/copine*; in German *Job* for *Beruf*.

If there is no answer from the student when the teacher asks the question as it is printed on the card, it is fine to paraphrase. For example:

তোমার অবসর সময় তুমি কীভাবে কাটাও?

(No reply)

যখন তোমার কোন কাজ থাকে না তখন তুমি কী কী করো?

When responding to the first question ‘What is there in the photo?’, candidate responses must be rooted in the content of the photo. Merely to say ‘I like the photo’ without any justification would not constitute, on its own, an answer to the first question because it does not relate to the content of the photo. Remember candidates must only describe **what is in the photo**, not what isn’t. Conjecture is appropriate, eg ‘I think the weather is hot because the people are wearing shorts.’

If a question asks for an opinion and a reason and the student answers both parts, using a verb each time, this would be annotated as a circled Op plus a circled J. For example:

খেলাধুলা করার ব্যাপারে তোমার মতামত কী? কেন?

আমার খেলাধুলা ভালো লাগে। এটা খুব আনন্দের।

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. For example:

খেলাধুলা কি ভালো লাগে?

হ্যাঁ, এটা খুব আনন্দের।

The following information relates to the number of questions answered by the candidate:

All	Defined as all five questions
Nearly all	Defined as four questions
Most	Defined as three questions or more
Some	Defined as two questions

A student who answers only one question can be awarded a mark in the 1–3 band, depending on the development of the response.

Any development of an answer has to be in the form of a clause, ie it must include a verb. It is expected that, for the top band, at least three (‘most’) answers will be developed by using at least three clauses.

- To score in the 13–15 band, a candidate must develop at least three (‘most’) replies, as well as answering all five questions clearly and giving and explaining an opinion.
- To score in the 10–12 band, a candidate must develop at least two (‘some’) replies, as well as answering at least four (‘nearly all’) questions clearly and giving an opinion.
- To score in the 7–9 band, a candidate must develop at least one reply, as well as answering at least three (‘most’) questions understandably and giving an opinion.
- If there is no development on any question, the maximum mark is 6.

Section 3: General conversation (Foundation Tier)

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

The Themes and topics/sub-topics are included in this document as Appendix 2. For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

Foundation Tier

At Foundation tier, the General conversation must last between three and five minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Foundation tier is one and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only –2 marks. The maximum penalty overall, therefore, is –3 (–2 for short coverage of the themes and –1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Foundation tier lasts for 1'20", the second theme for 1'15" and no question is asked, this is a penalty of –3 (–2/–1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of –3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (five minutes at Foundation tier). However, if the teacher-examiner has started to ask a question on five minutes, the candidate is allowed to complete the answer and this is eligible for credit.

There are references to ‘narration’ in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. For example:

তুমি কি বাংলাদেশি খাবার পছন্দ করো?

হ্যাঁ, এটা খুব সুস্বাদু।

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking ‘And you?’ would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one-mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in

exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories. For example, a mark of 1 + 0 + 1 + 0 is possible. However, a **very** short conversation will not have enough evidence to support a high mark for Range and Accuracy, for Spontaneity and Fluency or for Pronunciation and Intonation, even though the little that is said is very accurate and well pronounced. For example, a student at Foundation tier may answer just three or four questions with short phrases or sentences, and he/she gives no answer whatsoever to any other question. Even though what is said is accurate and well pronounced, there is little evidence to support a mark any higher than 1+1+1+1 = 4.

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

In order to score in the 9–10 band for Range and accuracy of language at Foundation tier, a candidate must have had a recognisable attempt at all three time frames. For the 7–8 band at Foundation tier, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of হ্যাঁ to the teacher's question তুমি কি টেনিস খেলতে যাচ্ছে? The verb for an utterance communicating a past or future time frame may be in the present tense in Bengali. For example: আমি দুই বছর থেকে এখানে আছি। (past time frame); আগামীকাল আমি টাউনে যাবো। (future time frame).

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

Section 4: General conversation (Higher Tier)

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

The Themes and topics/sub-topics are included in this document as Appendix 2. For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

Higher Tier

At Higher tier, the Conversation should last between five and seven minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Higher tier is two and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only –2 marks. The maximum penalty overall, therefore, is –3 (–2 for short coverage of the themes and –1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Higher tier lasts for 2'20", the second theme for 2'15" and no question is asked, this is a penalty of –3 (–2/–1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of –3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (seven minutes at Higher tier). However, if the teacher-examiner has started to ask a question on seven minutes, the candidate is allowed to complete the answer and this is eligible for credit.

There are references to ‘narration’ in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. For example:

তুমি কি বাংলাদেশি খাবার পছন্দ করো?

হ্যাঁ, এটা খুব সুস্বাদু।

Be aware, when marking the tests of Higher candidates, that if they don't fulfil the criteria for the 1–2 band (which is identical to the 7–8 band at Foundation), then they will receive a mark of 0 for Communication. This would automatically mean a mark of 0 for all other categories.

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking ‘And you?’ would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

In order to score in the 3–4 band for Range and accuracy of language at Higher tier, a candidate must have had a recognisable attempt at all three time frames. For the 1–2 band at Higher, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of হ্যাঁ, to the teacher's question তুমি কি টেনিস খেলতে যাচ্ছে?

The verb for an utterance communicating a past or future time frame may be in the present tense in Bengali. For example: For example: আমি দুই বছর থেকে এখানে আছি। (past time frame); আগামীকাল আমি টাউনে যাবো। (future time frame).

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test, the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

APPENDIX 1 – SPEAKING SCORE SHEET – GCSE Bengali

Examiner name:

Centre Number						Candidate name and number	
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Role Play №:

Photo Card Letter:

PC Theme №:

Task	Annotation	Mark
1		
2		
3		
4		
5		

Comm +

KUL

Total:

Task	Communication	Time:
1		
2		
3		
4		
5		

Total:

General conversation

Nominated Theme №:	Second Theme №:
Time	Time

Verb usage (up to 4 of each ✓)	
Present	
Past	
Future	
1st/2 nd /3rd person verb	
Verb in right place in sentence	

Other notes:

Total mark for test

Comm /10	Range & Acc /10	Pron & Int /5	Spon & Flu /5	Total

Penalty deductions included in above mark for Comm (✓)	No Question -1	Short GC Theme -2

Appendix 2 - GCSE Bengali Symbols for annotating Speaking Score Sheet

Role-play and General Conversation

NB For the Role-play, don't use these symbols: ^

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb
A	A minor inaccuracy, eg incorrect gender/adjectival agreement, which does not affect communication
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
●	হ্যাঁ/না alone
¿	A question asked by the student
Opinions and Justifications	
Op	An opinion
J	Justification of an opinion without a verb
Delivery	
P	A mispronunciation, which doesn't hinder communication
^	A hesitation
?	What is said is incomprehensible

Appendix 3 - Marking of photo card – Guidance Notes

Symbols to be used:

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.
R	Repetition of information already given by the student
X	No answer given
W	A wrong answer to the question
●	হ্যাঁ/না alone
?	What is said is unclear or incomprehensible so the response is not credited. The message may be wrong, for example if the wrong person of the verb is used.
Opinions and Justifications	
Op	An opinion without a verb
J	Justification of an opinion without a verb

Unclear/incomprehensible language includes errors that affect communication, such as the wrong person or tense of a verb and very poor pronunciation, which has a bearing on understanding.

Automatic access to the band if the minimum requirements are achieved:

Band	Requirements
13–15	<ul style="list-style-type: none"> all 5 questions answered clearly minimum 3 of ✓ in 3 answers minimum 1 (Op) minimum 1 (J) Note: (Op) or (J) can count instead of a ✓ (see Example 1, below)
10–12	<ul style="list-style-type: none"> minimum 4 questions answered clearly minimum 2 ✓s in 2 answers minimum 1 (Op) minimum 1 (J) Note: (Op) or (J) can count instead of a ✓
7–9	<ul style="list-style-type: none"> minimum 3 questions answered which are understandable minimum 2 ✓s in 1 answer minimum 1 (Op) Note: (Op) or (J) can count instead of a ✓
4–6	<ul style="list-style-type: none"> minimum 3 questions answered which are understandable
1–3	<ul style="list-style-type: none"> only 1 or 2 questions answered which are understandable

If a response fulfils the minimum requirements for the band, a mark in that band must be awarded. If, outside of the information conveyed clearly, there is other language which is unclear, this will mean that the top mark in the band is unlikely to be awarded.

Example 1

Task	Communication
1	✓ ✓ ✓ - -
2	(Op) (J) ✓
3	✓ ✓ ✓
4	✓
5	✓

Photo Card mark:

15

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly (there are no ? or \checkmark symbols)
- 3 answers have 3 ✓s (with (Op) + (J) counting instead of ✓s on one occasion)
- There is one opinion
- There is one justification

Because everything is clear, 15 marks are given.

Example 2

Task	Communication
1	✓ ✓ ✓ ✓ ✓
2	(Op) (J) ? ? ✓
3	✓ - ✓ - ✓ ✓ ? ? ✓
4	(Op) (J) (Op) (J)
5	✓ ✓ ✓ ?

Photo Card mark:

13

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly, but there are occasions where some other information is unclear or incomprehensible.
- More than 3 answers have 3 ✓s (with (Op) + (J) counting instead of ✓s)
- There is one more than one opinion
- There is more than one justification

A mark in the 13–15 band has to be given, because the minimum requirements have been fulfilled. However, because of the lack of clarity on a number of occasions, the bottom mark in the band is awarded.

Example 3

Task	Communication
1	✓ ✓ ✓ - -
2	X
3	(Op) (J) ✓
4	✓ ?
5	✓ ? ✓ ✓

Photo Card mark:

11

The minimum requirements are fulfilled for the 10–12 band.

- Four questions are answered. All of them contain clear information, although there are also two occasions when what is said is incomprehensible.
- The requirements for development of answers are exceeded, with three of them being developed well with three ✓s (with (Op) + (J) counting instead of ✓s)
- There is one opinion
- There is one justification

As only four questions are answered clearly, the 13–15 band is out of reach. There are two occasions where the attempts at conveying information are unclear and so a mark in the middle of the 10–12 band is given.

Example 4

Task	Communication
1	✓ ✓ ✓ ✓ -
2	✓ ✓ ✓ ✓ ✓ -
3	(Op)
4	(Op) ✓ ✓ ✓ ✓
5	(Op) (Op) ✓ ✓

Photo Card mark:

9

There is good development of four of the answers and opinions are given. However, there is no justification of an opinion and so the minimum requirements for the 13–15 and 10–12 bands are not met. The criteria for the 7–9 band are exceeded and so a mark at the top of the band is received.

Example 5

Task	Communication
1	✓ ✓
2	W
3	✓ ?
4	✓
5	(Op)

Photo Card mark:

9

The minimum requirements are fulfilled for the 7–9 band.

- Four questions are answered (the minimum requirement is three). All of them contain clear information, although there is also a lack of clarity on one occasion.
- One answer is developed with two ✓s.
- There is one opinion

There is one occasion where the information given is unclear, but four, rather than the minimum three, questions contain clear information. On balance, the mark of 9 at the top of the band is merited.

Example 6

Task	Communication
1	✓ ✓ -
2	? ?
3	(Op) J
4	W
5	-

Photo Card mark:

7

The minimum requirements are fulfilled for the 7–9 band.

- Three questions are answered clearly.
- One answer is developed with two ✓s.
- There is one opinion

There is one answer which is incomprehensible, and the last question is answered very briefly without a verb. The combination of these issues means that a mark at the bottom of the 7–9 band is appropriate.

Example 7

Task	Communication
1	✓
2	X
3	✓
4	✓
5	W

Photo Card mark:

5

The minimum requirements are fulfilled for the 4–6 band.

- Three questions are answered clearly, although none has any development. The wrong answer is given to the last question and the second question is not answered.

Although there is no lack of clarity in the answers that are given correctly, there is an implied lack of clarity in the final response because it is the wrong answer to the question. The replies are short and so the mid-mark in the band is awarded.

Example 8

Task	Communication
1	-
2	✓
3	X
4	X
5	X

Photo Card mark:

2

The minimum requirements are fulfilled for the 1–3 band.

- Two questions (the minimum is one for this band) are answered clearly, although they are short answers, with only one of them including a verb.
- Three of the questions have no response.

Most (ie three) questions must be answered understandably in order to access the 4–6 band and this is not the case here. As the answers given are extremely short, the mid-mark in the 1–3 band is awarded.

Example 9

Task	Communication
1	-
2	?
3	X
4	? ?
5	X

Photo Card mark:

1

Attempts are made to answer three questions, but only the first one has a reply that is understandable, and that question is answered giving a minimal amount of information. However, something is conveyed and one mark is awarded.

Appendix 4 – Subject content (Themes)

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- relationships with family and friends
- marriage/partnerships.

Topic 2: Technology in everyday life

- social media
- mobile technology.

Topic 3: Free-time activities

- music
- cinema and TV
- food and eating out
- sport.

Topic 4: Customs and festivals in target language-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- charity/voluntary work
- healthy/unhealthy living.

Topic 3: Global issues

- the environment
- poverty/homelessness.

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Appendix 5 – Role-Plays - General Principles

Here are some commonly-made errors and omissions. In order to ensure a standard approach, see the third column for the marks to award.

The type and frequency of error will also impact on the global mark you award for Knowledge and use of language [KUL].

OAR = Otherwise appropriate response

	Type of error or omission	Mark (0/1/2)
1	Only one detail is given when two are required. [Message is partially conveyed]	1 mark
2	Opinion is given but without a reason when this is required. [Message is partially conveyed]	1 mark
3	Present tense is used with a past time marker. For example: গত বছর আমি টেনিস খেলি। [Message is conveyed with some ambiguity]	1 mark
4	Wrong tense is used with no correct timer marker. For example: সাধারণত তুমি ছুটিতে কোথায় যাও? আমি বাংলাদেশে গিয়েছিলাম। [Message is conveyed with some ambiguity]	1 mark
5	Wrong verb is used in a compound tense. For example: আমি আগামীকাল খেলেছিলাম। [Message is conveyed with some ambiguity]	1 mark
6	Pronunciation is wrong /combination of colloquial language. For example: আমি ঢাকা যাইতাম	2 marks
7	When requesting an item in a formal role-play, no verb is used but যদি প্লিজ বা দয়া করে ব্যবহার করা হয়। For example: খাবার প্লিজ।	2 marks
8	An incorrect form of address is used in the ? task in OAR.	2 marks
9	In the ? task, the prompt word(s) is (are) used in combination with an article and an appropriate intonation. For example: • ? দাম → (দাম ?	1 mark
10	In the ? task, the prompt word(s) is (are) simply lifted and used, even if with a questioning intonation.	0 marks
11	Mix of formal/informal address For example: আপনে কী খাও?	2 marks
12	The pronoun used in a task is lifted and used in the candidate's response. For example: তোমার স্কুল (একটি বর্ণনা)। → তোমার স্কুল বড়ো.	2 marks
13	The pronoun used in a task is lifted and used in the candidate's response but there is additional, valid, information too. তোমার স্কুল (দুইটি বর্ণনা)। → তোমার স্কুল বড়ো Cand's response: তোমার স্কুল বড়ো। খেলার মাঠ আছে।	2 marks

Appendix 6 – Photo cards – Guidance on paraphrasing

When considering any paraphrasing of Photo card questions, the exact original meaning of the question must be maintained. This can be achieved through the substitution of an individual word with a synonym or, in some cases, the use of a different language structure. However, no additional elements, which aim to clarify the question further, are permitted.

Here are some examples of typical question structures and what changes are permissible. In addition to these, further guidance may be given relating to specific questions in a particular examination series.

Original question wording	Allow	Reject
শেষবার কবে, কার বিয়েতে গিয়েছিলে?	Use of the preterite in place of the perfect tense: এরমধ্যে তুমি কি কারো বিয়েতে গিয়েছিলে, কবে আর কার বিয়েতে?	Use of a different past time marker: গত সপ্তাহে বা গত মাসে তুমি কি কারো বিয়েতে গিয়েছিলে? সেটা কার বিয়ে ছিলো আর কবে বিয়েটা হয়েছিলো?
ছুটিতে গিয়ে কেনাকাটা করা সম্পর্কে তোমার মতামত কী?	A change to the language which retains the same meaning: ছুটিতে গিয়ে বাজার করার ব্যপারে তোমার কী মত?	Addition of an extra element: ছুটিতে যখন যাও বাজার করতে ভালো লাগে না খারাপ লাগে?
সঙ্গী হিসাবে তুমি কেমন মানুষ পছন্দ করবে?	Substitution of the future tense for the immediate future and vice versa: তুমি যখন সঙ্গী খুঁজবে, তখন কেমন মানুষ চাইবে?	Addition of an extra element, such as a future time marker: বিয়ে করার সময় তুমি কেমন মানুষকে বিয়ে করবে?
গতকাল তুমি তোমার মোবাইল ফোন কীভাবে ব্যবহার করেছো?	A change to the language which retains the same meaning: গতকাল তুমি তোমার মোবাইল ফোন দিয়ে কী কী করেছো?	Addition of an extra element: গতকাল তুমি যখন তোমার মোবাইল ফোন ব্যবহার করেছো তখন ফোন দিয়ে কী কী করেছো?
স্কুলে হোমওয়ার্ক সম্পর্কে তোমার কী মত?	A change to the language which retains the same meaning: স্কুলের হোমওয়ার্ক করার ব্যপারে তুমি কী মত?	Addition of an extra element: তোমার কী মনেহয় যে স্কুলের হোমওয়ার্ক করা ভালো?

GCSE Bengali Speaking – Part 2 Mark Scheme

Foundation Role Play 1				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	ইন্টারনেটের একটি উপায়ে ব্যবহার।	One activity he/she does on the internet. For example: ইন্টারনেট ব্যবহার করি স্কুলের কাজের জন্য। OR আমি ইন্টারনেটের মাধ্যমে নানা বিষয়ে তথ্য খুঁজি	Incomplete sentence. Part of element only clearly conveyed. For example: কাজের জন্য OR তথ্য খুঁজি।	The required information was not communicated. For example: ইন্টারনেট যাই।
b	ইন্টারনেটে কেনাকাটা করার একটি সুবিধা।	One advantage about internet shopping. For example: ইন্টারনেটে কেনাকাটা করলে দোকানে যেতে হয় না।	Message partially conveyed. For example: কষ্ট কম।	Advantage not mentioned. For example: কষ্ট/ অনেক কঠিন
c	! কথাবলা ছাড়াও মোবাইল ফোনে আর কী করা যায়।	Apart from talking, what else can be done with mobile phone? For example: কথাবলা ছাড়াও মোবাইল ফোনে টেক্সট-ম্যাসেজ করা যায়। OR কথাবলা ছাড়া মোবাইল ফোন দিয়ে গেইম খেলা যায়।	A word almost said correctly, but some confusion or ambiguity. For example: টেক্সট-ম্যাসেজ or গেইম	Apart from talking, didn't mention anything. For example: কথাবলা যায়।
d	মোবাইল ফোনের খারাপ দিক।	Any disadvantage of the use of mobile phones. For example: মোবাইল ফোন বেশি ব্যবহার করলে কানের ক্ষতি হয়।	A partially recognisable attempt without any verb. For example: কানে ক্ষতি/ কানে অসুখ	Disadvantage not mentioned. For example: মোবাইল ফোনে কথাবলা যায়।
e	? ফেইসবুক।	Any clearly understandable question about the about Facebook. For example: তুমি ক ফেইসবুক ব্যবহার করো?	Question asked with without using verb or tense appropriately. For example ফেইসবুক -- কী?	Not question or wrong person For example: আমার ফেইসবুক আছে।

Foundation Role Play 2				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	উপহার কিনতে চাওয়া।	Wants to buy a present. For example: আমি একটি উপহার কিনব কিনতে চাই। Or only উপহার কিনবো।	Pronunciation that causes a delay in communication with change of tense. For example: উপহার কিনছি।	No part of the message is conveyed by the sentence. For example কিনতে কই।
b	কার জন্য এবং কী উপলক্ষে উপহার।	Who the present is for and for what occasion. For example: আমার মা'র জন্মদিন উপলক্ষে একটি উপহার কি কিনতে চাই। OR বোনের জন্য, জন্মদিনের।	One element only. like only who the present is for OR for what occasion Only For example: Only মা'র জন্য Or only জন্মদিন উপলক্ষে।	No part of the message is conveyed by the sentence. For example: উপহারের জন্য
c	কত দামের মধ্যে।	Price range. For example: বেশি দামের মধ্যে না ১০ পাউন্ডের মধ্যে। OR only ৫০ পাউন্ডের মধ্যে।	Without complete sentence Just mention the price. For example: Only কম দাম Or ১০ পাউন্ড	Price range not specified. For example: ভালো উপহার
d	? ফেরত দেওয়ার নিয়ম	Ask a question about the return policy of your shop. For example: আপনার জিনিষ ফেরত দেওয়ার নিয়ম কী?	Talk about only the return but didn't mention about policy as a question. For example: ফেরত দেব	No part of the message is conveyed because of incomplete sentence. For example: নিয়ম আছে
e	পছন্দের উপহার কী?	Mention type of gift or gift items name. For example: সাজগোজের জিনিষ পারফিউম - স্কার্ফ এসব আমার পছন্দের উপহার। OR only any two items name like জুয়েলারী, বই।	Mention one gift items name. For example : কলম	Any gift item not specified. For example: উপহার পছন্দ

Foundation Role Play 3				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	বাংলাদেশে যাওয়ার টিকেট বুকিং।	Wants to book tickets to go to Bangladesh. For example: আমি বাংলাদেশে যাওয়ার এবং আসার টিকেট কাটতে চাই। OR আমি ছুটিতে যাওয়ার এবং আসার টিকেট বুক করব।	One element only. For example: টিকেট কাটতে OR বাংলাদেশে যাবো।	Only tickets or only place specified without any verb. For example: টিকেট OR বাংলাদেশে
b	। কবে যাবেন আর কবে ফিরে আসবেন।	When he/she wants to go and when he/she wants to return. For example: আমরা ৩০ শে জুলাই যেতে চাই আর ২৭শে অগাস্ট ফিরতে চাই।	Any one element specified <i>go or</i> return. For example: ৩০ শে জুলাই যেতে চাই।	No date or day specified For example: যেতে চাই OR আসতে চাই
c	!কেমন সিট।	Any type of seat. For example: For example একসঙ্গে চারজন বসার মতন সিট। OR জানালার পাশে সিট।	Specified how many seats but not specified what type of seats. For example: চারটা সিট/ ভালো সিট।	Nothing specified about seats. For example: বাংলাদেশে বিমান
d	? টিকেটের দাম।	A question about ticket prices. For example: টিকেটের দাম কতো করে?	Question asked ticket prices with some ambiguity. For example: For example: দাম কতো? OR কতো টাকা?	Nothing specified about price in the question. For example: কয়টা টিকেট?
e	সরাসরি যাওয়া নাকি বিরতি নিয়ে যাওয়া।	Direct flight to Dhaka or a connecting flight. For example: সরাসরি ঢাকায় যেতে চাই। Or দুবাই থেকে বিরতি নিয়ে যেতে চাই।	Message conveyed with some ambiguity. For example: দুবাইও যেতে চাই।	Nothing is conveyed

Foundation Role Play 4				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	তোমার এলাকাটা কেমন।	One detail about the area. For example: For example: এলাকাটা বড় আর শহরের কাছে। OR তোমার এলাকাটা খুব সুন্দর আর খেলামেলা।	Without any detail just a word about area. For example: বড়ো OR সুন্দর	Nothing is conveyed.
b	! কতদিন ধরে এ এলাকায় আছো।	How long he/she has lived there. For example: তিন বছর ধরে এ এলাকায় আছি OR আমার জন্ম এ এলাকায়।	Just a word about how long he/she has lived there. For example: অনেকদিন OR গতমাস	Nothing is conveyed.
c	তোমার প্রতিবেশীরা কেমন।	One opinion about his/her neighbours. For example: আমি মনে করি আমার প্রতিবেশীরা সবাই খুব ভালো। OR আমার প্রতিবেশীরা একে অপরকে সাহায্য করে।	Mention about neighbours. But opinion with some ambiguity or just Mention only one word about the opinion. For example: আমার প্রতিবেশীরা ঠিক আছে or only ভালো	No opinion specified about his/her neighbours. For example: প্রতিবেশীরা এলাকায় থাকে।
d	এলাকায় থাকার কী কী সুবিধা আছে।	Two benefits of living where he/she lives. For example: এলাকায় ভালো স্কুল ও বাজার আছে।	Mention one benefit For example: বাজার আছে।	No particular benefit specified For example: ভালো
e	? তোমার এলাকা।	Question about the area where the cousin lives. For example: তোমার এলাকার বাজার কেমন?	The question not about the area, Just asking ' where do you live?' For example: তুমি কোথায় থাকো?	Nothing about area specified In the question. For example: তোমার বাসা কেমন?

Foundation Role Play 5				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	কীভাবে স্কুলে যাও।	Any way of getting to school, clearly conveyed. For example: স্কুলে বাসে যাই। OR হেটে আর মাঝে মাঝে গাড়িতে যাই।	Any transport name without a verb. For example: বাস OR গাড়ি	Nothing is conveyed.
b	স্কুলের পোশাক সম্পর্কে দুটি বর্ণনা।	Two details of the uniform. For example: (আমার স্কুলের পোশাক) সাদা সার্ট আর কালো ট্রাউজার।	Only one detail about uniform. For example: সাদা সার্ট। OR two details but not used Bengali words For example হয়াইট সার্ট অ্যান্ড ব্লাক ট্রাউজার।	no details about school uniform only collars specified For example: সাদা কালো
c	স্কুল ক্লাব সম্বন্ধে একটি মতামত।	One opinion about the after school clubs. For example: স্কুলে ছুটির পরে ক্লাবের ব্যাপারে আমি মনে করি ক্লাব থেকে অনেক কিছু শেখা যায়।	One opinion but not explained properly. For example: ক্লাব ভালো।	No opinions specified For example: আমার স্কুলে ক্লাব আছে।
d	? স্কুলের সময়।	Question about the timing of your school day. For example: তোমার স্কুল কখন আরম্ভ হয়?	Just ask how many hours but no mention of school. For example: কত ঘন্টা?	Nothing is conveyed about time. For example: তোমার স্কুল?
e	! বিরতির সময় তুমি কী করো।	What he/she does at break time? For example: বিরতির সময় আমি খেলি।	Only verb. For example: খেলি OR খাই।	Nothing conveyed.

Foundation Role Play 6				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	আগামী বছর কী করবে ভাবছে।	Next year planning to do. For example: আগামী বছর কলেজে পড়তে চাই। OR এপ্রেন্টিসশীপ করতে চাই।	Wrong tense is used with no correct timer marker. For example: কলেজে পড়তাম	Just specified one word without verb. For example: কলেজ OR কাজ
b	এপ্রেন্টিসশীপ করার ব্যাপারে একটি মতামত।	One opinion about apprenticeships. For example: এপ্রেন্টিসশীপ করা খুব ভালো কারণ এতে কাজ পেতে সুবিধা হয়।	Just opinion without detail, Message partially conveyed For example: খুব ভালো।	No opinions specified For example: আমি এপ্রেন্টিসশীপ করব।
c	! কী ধরনের চাকরি তোমার পছন্দ।	The type of job he/she likes For example: মানুষের সেবা করা যায় এমন চাকরি আমার পছন্দ যেমন ডাক্তার।	Just the name of the Profession For example: ডাক্তার or টিচার	Nothing is conveyed.
d	মনের মতো চাকরির জন্য যোগ্যতা।	Any skills he/she needs for his/her dream job. For example: ভালো কম্পিউটার জানতে হবে। OR For example: পড়াশুনা শেষ করে ট্রেনিং নিতে হবে।	Just mention name of the course. For example: ডাক্তারী পড়া	Incomprehensible pronunciation. For example: ডাক্তাপড়াতাম
e	? জিসিএসইর পরের পরিকল্পনা	Ask a question about the plan after GCSEs. For example: জিসিএসইর পরে কী করবে ভাবছে?	Question asked with no verb. For example: জিসিএসইর পরে কী?	Nothing is conveyed.

Higher Role Play 7				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	গানের সিডি কিনতে চাওয়া।	Wants to buy some music CDs. For example: আমি গানের সিডি কিনতে চাই।	Only music CD without any verb. For example: গানের সিডি	Wrong person of verb, For example: সিডি কিনবেন
b	! কী ধরনের গান পছন্দ ও কেন।	What sort of music he/she likes to and why. For example: আমার পছন্দের গান আধুনিক গান কারণ আধুনিক গানে নতুনত্বের স্মাদ পাওয়া যায়।	Why likes not mentioned. For example: রবীন্দ্র সঙ্গীত।	Message not communicated or not specified what sort of music. For example: গান পছন্দ
c	? বর্তমান বাংলা গানের সিডি।	Question about recent Bengali music CDs. For example: আপনাদের কাছে বর্তমান বাংলা গানের কী কী সিডি আছে?	Pronunciation that causes a delay in communication. For example:-- গানর-- কীতা সিডি আসে?	Nothing conveyed.
d	বর্তমান যুগের গানগুলো সম্পর্কে দুটি মতামত।	Two opinions about modern songs. For example: বর্তমান যুগের গানগুলো অনেক প্রাণবন্ত আর গানের সাথে নাচতে ইচ্ছে করে।	Only one opinion about modern songs. For example: বর্তমান যুগের গানগুলো অনেক বাজনায়ে ভর্তি থাকে।	No opinions about modern songs. বাংলা গান শুনি
e	বর্তমান যুগের গানগুলো সম্পর্কে দুটি মতামত।	To tell about a concert he/she has recently attended. For example: লন্ডনে একটি সঙ্গীতানুষ্ঠানে গিয়েছিলাম, সেখানে বাংলা আধুনিক গান খুব ভালো লেগেছে।	Message partially conveyed For example: একটি সঙ্গীতানুষ্ঠানে গিয়েছিলাম।	Message not conveyed. For example: সঙ্গীতানুষ্ঠান

Higher Role Play 8				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	রেস্টুরেন্টে বন্ধুর জন্মদিন উপলক্ষে টেলিফোনে টেবিল বুকিং	Wants to book table for a friend's birthday. For example: হ্যালো, আমি আমার বন্ধুর জন্মদিন উপলক্ষে টেবিল বুক করতে চাই।	Pronunciation that causes a delay in communication. OR message partially conveyed about table booking. For example: টেবুল --বুকু করতাম OR For example: টেবিল বুক করতে চাই।	Use the wrong words, Message not conveyed. For example: টেবিল চাইসে।
b	? পার্টির সুযোগ সুবিধা।	Question about any party facilities in the restaurant. For example: আপনাদের রেস্টুরেন্টে জন্মদিনের পার্টি করার কী কী সুযোগ সুবিধা আছে?	Question asked with no verb. For example: পার্টির সুবিধা কী?	Nothing conveyed.
c	কী ধরনের খাবার এবং পানীয় চান।	Type of food and drinks specified with full sentence. For example: পার্টিতে আমরা দেশি খাবার ও ঠান্ডা পানীয় চাই।	only the name of the foods specified message partially conveyed For example: ভাত, মাংস চাই।	Nothing is conveyed.
d	! কবে, কখন এবং কতজনের জন্য টেবিল	Date, time and the number of people with full sentence. For example: আগামী রবিবার বিকেল চারটায় বিশ জনের জন্য টেবিল বুক করতে চাই।	Only day and time, Message partially conveyed For example: রবিবার বিকেল চারটায় টেবিল বুক করতে চাই।	No date, time and the number of people specified. For example: টেবিল বুক করতে চাই।
e	কবে এবং কীভাবে অগ্রিম দেবেন	When and how he /she will pay the advance deposit. For example: (অগ্রিম টাকা) আমি এখনই (ডেবিট) কার্ডে দিতে চাই।	When and how any one element only. For example: কার্ডে দিতে চাই।	Wrong message For example: টাকা খাওয়ার পরে ক্যাস দিবো।

Higher Role Play 9				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	বাংলাদেশে গিয়ে কীভাবে ছুটিটা কাটাবে।	Visit different places or sights and attractions in Bangladesh. For example: আমার খুব ইচ্ছে করছে তোমার দর্শনীয় স্থান ঘুরে দেখার।	Message partially conveyed. For example: দাদাবাড়ি	Wrong message For example: বাংলাদেশে যাবো
b	! কী ধরনের জায়গায় বেড়াতে যেতে চাও? কেন?	What type of places he/she wants to visit this time and why. For example: ঐতিহাসিক জায়গা দেখতে চাই। কারণ আমি দেশের ইতিহাস জানতে চাই।	Message partially conveyed For example: সুন্দর জায়গা।	Nothing conveyed.
c	হোটেলে থাকার ব্যাপারে দুটি মতামত।	Two opinions about staying in a hotel. হোটেলে থাকতে আমার ভালো লাগবে তাহলে ইচ্ছে মতন ঘুরতে পারবো।	Opinion is given but without a reason. For example: ভালো	Nothing conveyed.
d	? যাতায়াত ও হোটেল খরচ।	Question about hotel and travel costs. For example: হোটেলে থাকতে এবং এক জায়গা থেকে অন্য জায়গায় যেতে কেমন খরচ হবে?	Only asked about the cost message partially conveyed. For example: খরচ কেমন?	Nothing conveyed.
e	কবে বেড়াতে যাবে এবং কিসে করে যাবে।	When he/she will go and what type of transport he/she will use. For example: আমি আগামী সপ্তাহে যাব এবং বাংলাদেশে গিয়ে এবার ট্রেনে করে ঘুরব।	Message partially conveyed For example: পরে যাব OR আমি বিমানে যাবো।	Message not conveyed. For example: আমি যাবো।

Higher Role Play 10				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	সুস্থ জীবন যাপন সম্পর্কে একটি বর্ণনা।	One detail about healthy lifestyle. For example: সুস্থ জীবন যাপন মানে শরীর ও মন ভালো থাকা।	No details. For example: ভালো খাওয়া	Wrong message For example: পড়ালেখা করা।
b	? ধূমপান	Ask any question about smoking. For example: ধূমপানের খারাপ দিকগুলো কী কী?	Message conveyed with some ambiguity. For example: ধূমপান কী?	No part of the message is conveyed. For example: কী?
c	জিমে যাওয়া সম্পর্কে একটি মতামত।	One opinion about regularly going to the gym. For example: (জিমে যাওয়া সম্পর্কে) আমি মনে করি সবারই জিমে গিয়ে ব্যায়াম করা উচিত।	Opinion is given but without completes the sentence. Message partially conveyed. For example: ভালো	Nothing conveyed.
d	সুস্থ থাকার জন্য সম্প্রতি কী কী করেছেন।	Two details about he/she has done recently to stay healthy. For example: সুস্থ থাকার জন্য (সম্প্রতি) আমি জিমে যোগ দিয়েছি আর ডায়াট করেছি।	Only one detail. For example: সবজি খেয়েছি।	Nothing conveyed.
e	! ফাস্টফুড খাওয়া সম্পর্কে মতামত।	What he/she thinks about fast food and why. For example: ফাস্টফুড সবসময় খাওয়া ভালো না এতে শরীরে চর্বি জমে ও নানা রকম অসুখ হয়।	Only opinion is given but without a reason. For example: ভালো না।	Nothing conveyed.

Higher Role Play 11				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	কলেজে কোন বিষয় নিয়ে এবং কী কোর্সে পড়তে চাও?	What subject and what courses he/she has chosen to study? For example: আমি 'এ' লেভেলে কোর্সে অঙ্ক, ইতিহাস ও কম্পিউটার নিয়ে পড়তে চাই। OR আমি মেকানিক কোর্সে পড়তে চাই।	Only name of the courses or only subject. Message partially conveyed. For example: 'এ' লেভেলে Or মেকানিক	Wrong message. For example: কলেজ ভালো লাগে।
b	কেন এ বিষয়/ বিষয়গুলি পছন্দ করেছো	Two reasons about why he/she likes the chosen subject / subjects. For example: কারণ অঙ্ক আর কম্পিউটার আমার প্রিয় বিষয়। আর 'এ' লেভেলে শেষ করে আমি বিশ্ববিদ্যালয়ে অঙ্ক নিয়ে পড়তে চাই। OR কারণ আমি ভবিষ্যতে গাড়ির মেকানিক হতে চাই ও গাড়ি সম্পর্কে জানতে আমার ভালো লাগে।	Only one reason is given. For example: এই বিষয় আমার ভালো লাগে।	No part of the message is conveyed.
c	বিশ্ববিদ্যালয়ে পড়ার ব্যাপারে দুটি মতামত	Two opinions about studying at university. For example: বিশ্ববিদ্যালয়ে উচ্চ শিক্ষার না নিলে জীবনে উন্নতি করা যাবে না। এছাড়াও আমার মা-বাবাও চান আমি বিশ্ববিদ্যালয়ে পড়ি।	Only one opinion. For example: জীবনে উচ্চ শিক্ষার খুব প্রয়োজন।	Meaning not clear For example: কক্ষার জীবনে
d	! ভবিষ্যতে তুমি কী ধরনের কাজ করতে চাও	What job he/she would like to do in the future and why. For example: ভবিষ্যতে আমি অঙ্কের শিক্ষক /ম্যাথস টিচার হতে চাই।	Only name of the profession, without complete the sentence. For example: ডাক্তার	No part of the message is conveyed.
e	? জিসিএসইর ফলাফল	Ask a question about GCSE results. For example: তোমার জিসিএসইর ফলাফল কেমন ছিলো?	Message partially conveyed For example: ফলাফল কি ?	Wrong question about GCSE. For example: জিসিএসই কবে?

Higher Role Play 12				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	জিসিএসইর পরের পরিকল্পনা সম্পর্কে দুটি বর্ণনা	Two details about his/her plans after GCSEs. For example: (জিসিএসইর পরে আমি) কলেজে ভর্তি হবো এবং এলেভেল পড়বো।	Only one detail is given. For example: জিসিএসইর পরে আমি কলেজে পড়বো।	Unfinished sentence, No part of the message is conveyed. For example জিসিএসইর পরে
b	ইংল্যান্ডে উচ্চ শিক্ষার সুযোগসুবিধা নিয়ে দুটি বর্ণনা	Two details about Higher Education opportunities in England. For example: ইংল্যান্ডে অনেক বিশ্ববিদ্যালয় আছে যেখান থেকে উচ্চ শিক্ষা নেয়া যায়। এছাড়া এপ্রেন্টিসশীপের মাধ্যমে কাজ করে করেও উচ্চ শিক্ষা নেয়া যায়।	Only one detail is given. For example: ইংল্যান্ডে অনেক বিশ্ববিদ্যালয় আছে।	No part of the message is conveyed.
c	! পড়াশুনার ফাঁকে পার্টটাইম কাজ করার ব্যাপারে মতামত	What he/she thinks about working part-time whilst studying? For example: (আমি মনেকরি) পড়াশুনার ফাঁকে পার্টটাইম কাজ করা ভালো কারণ এর মাধ্যমে অভিজ্ঞতা অর্জন করা যায়।	Opinion is given but without a reason. For example: ভালো	No part of the message is conveyed.
d	পড়াশুনা শেষ করে কি বিদেশে গিয়ে চাকরী করবে? কেন/কেন না।	Whether he/she would like to work abroad after completing his/her studies and why পড়াশুনা শেষ করে আমি এদেশেই চাকরী করতে চাই কারণ আমি আমার পরিবার ছেড়ে দুরে যেতে চাই না।	Opinion is given but without a reason. For example: আমি বিদেশে চাকরী করতে চাই।	No part of the message is conveyed.
e	? বিদেশে চাকরী খোঁজা।	Ask you a question about searching for a Job vacancy abroad. For example: তুমি কি জানো যে বিদেশে চাকরী পাওয়ার/ খোঁজার জন্য আমরা কীভাবে চেষ্টা করবো?	Message partially conveyed. For example: বিদেশে চাকরী ----- কীভাবে পাওয়া যায়?	No part of the message is conveyed.