GCSE
BENGALI
8638/WF

Paper 4 Writing Foundation

Mark scheme

June 2019

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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' scripts. 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.

Further copies of this mark scheme are available from aqa.org.uk

Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each 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 answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer 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 answer. With practice and familiarity you will find that for better answers 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 answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer 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 response to help decide the mark within the level, i.e. 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 descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

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

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of Language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Foundation Question 1

There are 8 marks for Communication.

Candidates are required to write four sentences about what is in the photo. Each sentence is marked separately and is worth a maximum of two marks, according to these assessment criteria:

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Statements must refer to what is in the photo and cannot refer to what is **not** in it. 'I like the photo' and similar opinions about the photo, without mentioning what is in it, will score 0. However, if the sentence reads, for example, 'I like the photo because it is sunny', it will score 2 marks.

If the sentence could possibly be true or is very broadly relevant, accept it. For instance, it is acceptable if the candidate writes 'The tent is green', even though the photo is in black and white. However, if the sentence is definitely false, it receives a mark of 0. For example, 'There is an elephant', when there clearly isn't one.

It is acceptable to write a figure (e.g. 'There are **2** people') rather than a word. This is true of all questions at both Foundation and Higher tiers.

The aim of this question is for candidates to write in the present tense, but other tenses are also acceptable.

For 2 marks
- The response must be in the form of a sentence, using an appropriate conjugated verb. The only exception to this is in Bengali, where এখানে/ সেখানে/ এটা/ সেটা/ ওটা may be used in place of a verb. The same verb/grammatical structure may be repeated in more than one sentence, যেমনঃ আছে/ রয়েছে plus different nouns.
- Any sentence that is broadly relevant to the photo is given 2 marks. For example, imagine that the photo is of a man in a café. The student writes, in the target language: 'It's a man. He's old (even if to your eyes he may not be – 'old' to a 16-year-old may be different from your perception

o. 'old'). He's a father (even if this is not apparent from the photo, it would potentially be true). He's a teacher (he could be, for all we know).
- There may be linguistic errors, but the message must be communicated without ambiguity.

For 1 mark
- There is no verb and a minimum of two words, for example: 'গ্রামের ছবি', because the subject of the verb is not required.
- The use of an infinitive in an otherwise appropriate response.
- Language error(s) causing ambiguity or a delay in communication, for example: 'They are eating lemonade'.
- A delay in communication because the response is too long, where one part communicates well but another part does not, for example: 'There is a family and they are in a field'.

For 0 marks:
- The message makes no sense.
- A second person of the verb is used, for example: 'You are riding a bike'.
- A single word.

Foundation Question 2

There are 10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but **there is no need for equal coverage of the bullets**.

Everything a candidate writes must be marked, even if it is well beyond the suggested number of words. This principle applies to all writing questions at Foundation and Higher.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of Language, according to the following criteria:

Content

Marks	Response
9-10	A full coverage of the required information. Communication is clear.
7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding the mark for Content.

- A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

    o 9-10 marks: 4 bullet points
    o 5-8 marks: 3 bullet points
    o 3-4 marks: 2 bullet points
    o 1-2 marks: 1 bullet point

- The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than the 9 or 10 is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that a mark of 9 or 10 will be impossible, as the response will not display full coverage of the required information.

- The suggested number of words is 40. If a candidate writes four very short sentences of around six or seven words on each of the bullet points, it will not be sufficient to access the top band.

- 'Lapses' are instances where the inaccuracy of the language is such that there is a delay in communication or nothing at all is conveyed.

- There is no requirement in this question for the candidate to refer to events in the past or future, so using the present tense only will enable coverage of the bullet points. However, the bullet points tend to be general and so references to the past or to the future are acceptable. For example, if the bullet point says 'Holidays', the candidate may choose to write about a past or future holiday. Lapses will occur when there is a mix of time markers and tenses, for example: 'Last week I will go to the beach'.

- There is no requirement for candidates to present their piece of writing in a particular way because of the context, e.g. a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Quality of language

Marks	Response
5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for a mark at this tier.

- The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points. There are no dependencies between the two sets of criteria.

- Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. Each band has three strands: variety of vocabulary; variety of structures; accuracy of the language. Sometimes it will be necessary to adopt a 'best fit' approach, because the three strands will not be consistently demonstrated. So, for example, the writing may be very accurate, but the vocabulary and structures are so repetitive that a mark in the 3-4 band is more appropriate than the 5-6 band. If you find that two of the three strands fit a particular band you are likely to award a mark in that band. Whether it is the top or bottom mark in the band will depend on how well or how poorly the third strand is reflected in the writing as a whole.

- This mark is not limited by the Content mark, unless the mark for Content is 0, in which case the mark for Quality of language must also be 0.

- However, sometimes a candidate may only attempt one or two of the bullets in a very short piece of writing; or they may answer all of them very briefly, using six or seven words. Even if this writing is totally accurate with appropriate vocabulary and structures, a high mark for Quality of language would be inappropriate because of the lack of linguistic variety.

- Variety of language will be shown through, for example, different adjectives; different persons of the verb; some variety in the nouns and verbs used.

- In this question, you are looking for a variety of language and **not** complexity.

Foundation Question 3

5 marks for Conveying key messages + 5 marks for Application of grammatical knowledge of language and structures (10 marks in total).

Candidates translate into the target language a number of sentences in English, totalling at least 35 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

Marks	Responses
5	All key messages are conveyed.
4	Nearly all key messages are conveyed.
3	Most key messages are conveyed.
2	Some key messages are conveyed.
1	Few key messages are conveyed.
0	No key messages are conveyed.

The translation is divided into 12 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

Marks	Response
5	Very good knowledge of vocabulary and structures; highly accurate.
4	Good knowledge of vocabulary and structures; generally accurate.
3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	The language produced does not meet the standard required for Level 1 at this tier.

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.

- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 5 ticks and you have awarded a mark of 3 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but gave the benefit of the doubt. This may then encourage you to consider a mark of 2, rather than 3, for Application of grammatical knowledge of language and structures.

- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.

- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Foundation Question 4 / Higher Question 1

10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):

Content

Marks	Response
9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

    7-10 marks: 4 bullet points
    5-6 marks: 3 bullet points
    3-4 marks: 2 bullet points
    1-2 marks: 1 bullet point

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than the 9 or 10 band is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.

You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I bought some clothes and went to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.

The bands refer to the amount of information that is conveyed, as follows:

9-10:	a lot
7-8:	quite a lot
5-6:	some
3-4:	little
1-2:	very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

The candidate must give opinions in order to have access to certain marks, as follows:

7-10:	two opinions
3-6:	one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.

| 0 | The language produced does not meet the standard required for a mark at this tier. |

The whole of the response must be assessed when awarding the mark for Quality of Language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of Language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a 'best fit' approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.

- In order to score in the 5-6 band, there **must** be reference to all three-time frames (past, present and future). For the 3-4 band, there **must** be reference to at least two-time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: 'I'm going to the concert next week'.

- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions. This should not be seen as a 'tick list', but rather as an indication of the definition of complexity at GCSE level.

☐ The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses. There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of Language and Range of Language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, *যেমনঃ আমি 'পছন্দ করি,' না বলে আমি 'অগ্রাধিকার দেই' কিংবা আমি 'উপভোগ করি'* etc, rather than *বেশ/ অত্যন্ত* etc.
- different persons of the verb.
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:
- use of infinitive constructions introduced by prepositions (*আগে, সেজন্য*), adjectives (*এটি গুরুত্বপূর্ণ/ প্রয়োজনীয় যে*), nouns (*আমার ইচ্ছা যে*) and after verbs (*আমি... যেতে পছন্দ করি, আমি... পড়তে/অধ্যয়ন করতে পছন্দ করি*) and the modal verbs *অবশ্যই/ উচিৎ, পারো, চাও*
- use of object pronouns
- use of disjunctive pronouns (*তার সঙ্গে, আমার জন্যে*) etc.
- use of indefinite pronouns/adjectives such as *কোনকিছু, কেউ, যে কেউ etc.*
- use of connectives such as *শুধু তাই নয়... এমন কি..., একদিকে... অপরদিকে..., তাছাড়া, এতদসত্ত্বেও* etc.
- use of adverbs and adverbial phrases such as *যা হোক, সেজন্যে, উদাহরণস্বরূপ, অপরদিকে, ভাগ্যক্রমে, দুর্ভাগ্যবশতঃ etc.*
- use of negatives *(না... কিছুই না/ কেউ না/ কখনো না/ নয়/ আর নয় ইত্যাদি)*
- use of *ধরে/ থেকে* constructions and constructions such as *আমি এইমাত্র...*
- use of comparative expressions *(আরো বেশী/ কম, যত...তত ইত্যাদি)*
- use of demonstrative adjectives and pronouns (*এটি, সেটি, এগুলো, ঐগুলো ইত্যাদি*)
- use of possessive pronouns *(আমাকে, আমার ইত্যাদি)*
- use of superlative adjective *(সবচেয়ে ভালো, সবচেয়ে গুরুত্বপূর্ণ ইত্যাদি)*
- use of complex sentences and a range of tenses

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by *যখন, যেখানে, কারণ, তাহলে, ধরে/থেকে, যেহেতু* etc.
- use of relative clauses introduced by *কে, কার, কার কাছ থেকে, etc*
- use of the present subjunctive after verbs of wishing, command, request, emotion and after *যে জন্যে* to express purpose and, when considering use of longer sentences:

- use of co-ordinating conjunctions: *তাই, তারপর, অথবা, অতপর, কিন্তু, কাজেই ।*

  Use of time frames/tenses

- The criteria for Quality of Language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense:
  আমি মাসে একবার নিয়মিত সিনেমা দেখতে যাই (বর্তমান); আমি আগামী শনিবারে সাঁতার কাটতে যাচ্ছি (ভবিষ্যত); আমি এইমাত্র শপিং মলে এসেছি (অতীত) ।

- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2

A glossary of terms used in the Writing assessment criteria

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg, 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy
linking words	Words such as কারণ, কিন্তু used to create longer sentences
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as কারণ, কিন্তু, যদি, তাহলে
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example, 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame, eg আগামী ছুটির দিনে আমি সিনেমায় যাচ্ছি (future time frame); আমি পাঁচ বছর ধরে বাংলা শিখছি (past time frame).
variety	Use of different verbs' nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2019 series

Question 01

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Response
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following are examples of responses that students may give to this question. This is by no means a definitive list.

	2 marks	**1 mark**	**0 marks**	
01.1	এটা একটা গ্রাম এলাকার ছবি	গ্রামের ছবি	গ্রাম	**[2 marks]**
01.2	বাবা ও মেয়ে সাইকেল চালাচ্ছে।	সাইকেল চালাচ্ছে	সাইকেল	**[2 marks]**
01.3	তাদের মাথায় টুপি/ হেলমেট আছে।	টুপি/ হেলমেট আছে/ পরেছে	হেলমেট	**[2 marks]**
01.4	দু'জন লোক বেঞ্চে বসে আছে।	বেঞ্চে বসেছে	লোক/ বেঞ্চ	**[2 marks]**

Question 02

For this question, there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]

Content

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Bullet	Comments

কোথায় গিয়েছো	Accept ref to one holiday place Accept past tenses
সেখানকার থাকার ব্যবস্থা	Accept ref to one accommodation Accept past/ present perfect tenses
সেখানে যা যা করছো	Accept ref to one leisure activity Accept past / future tenses
সেখানকার খাবার-দাবার	Accept 'delicious food, Asian food' *(মজাদার খাবার, এশীয় খাবার)*

The following indicative content is an example of the response that students may give to this question.

আমি গতকাল লেইক ড্রিস্টিকট'এ এসেছি। আমরা লেইকের কাছাকাছি একটি ভিলাতে উঠেছি। এর রুমগুলো বেশ বড় ও গোছানো। আমার রুমে একটা বড় গোসলখানা রয়েছে। আমরা আজ নৌকা ভ্রমণে গিয়েছিলাম। কাল পাহাড়ে উঠবো। এখানকার হোটেলে বেশ মজাদার খাবার পাওয়া যায়। এখানে এশীয় খাবারের রেস্টুরেন্টও আছে।

(43 words)

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]

Conveying key messages

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Key messages

The translation is divided into 12 key messages (see below). As a general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick.

1	**My brother**	আমার ভাই
2	**Is clever**	চালাক।
3	**Our garden has**	আমাদের বাগানে... রয়েছে।
4	**lots of beautiful flowers**	অনেক/প্রচুর সুন্দর ফুল
5	**In my house**	আমাদের বাড়িতে/ বাসায়
6	**There are four bedrooms**	চারটি শোবার ঘর/ রুম/ কক্ষ আছে।
7	**There is a park**	... একটি পার্ক
8	**And a cinema**	ও একটি সিনেমা রয়েছে।
9	**In my town**	আমার/ আমাদের শহরে
10	**Yesterday**	গতকাল
11	**I did my homework**	আমি... আমার হোমওয়ার্ক/ বাড়ির কাজ করেছি/ করেছিলাম।
12	**At school**	স্কুলে

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
12	5
10/11	4
7/8/9	3
4/5/6	2
1/2/3	1

Question 04

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]

Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a)   A major error is one which seriously affects communication.

(b)   A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.

General rule for this question:

☐ the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr / P / F).

Question 04.1 Content

Bullet	Comments
স্কুলে যে যে সুযোগ সুবিধা রয়েছে	Accept indoor or outdoor facilities
স্কুলে তোমার পছন্দ ও অপছন্দের দিকগুলো	Accept school subjects or teachers
কিছুদিন আগের কোনো স্কুল ট্রিপ এর বর্ণনা	Accept description of journey or visits
ভবিষ্যতে তুমি যা হতে চাও	Accept a dream profession

Question 04.2 Content

Bullet	Comments
তোমার প্রিয় শখ	Accept a hobby or interest
তোমার প্রিয় বন্ধু	Accept no reference to *আমার বন্ধুদের সাথে* if activities could be undertaken with friends.
সম্প্রতি বাড়িতে পালন করা কোনো উৎসব	Accept no reference to birthday if the information is a plausible response.
আগামী শনিবারে তোমার কোনো কিছু করার পরিকল্পনা	Accept information about a future planning e.g. *মেলায় যাওয়া, বেড়াতে যাওয়া*

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

Either	Question 04.1	**This is a possible response (indicative content):** আমার স্কুলটি খুব সুন্দর। আমাদের স্কুলে উন্নত প্রযুক্তির শিক্ষা উপকরণের মাধ্যমে শিক্ষা দেয়া হয়। স্কুলে বিরাট একটি খেলার মাঠ ও সুইমিং পুল আছে। স্কুলের বিজ্ঞান শিক্ষকগণ আমার খুব পছন্দ। কারণ, তারা যত্নের সাথে আমাদের শিক্ষা দেন। তবে খারাপ লাগে অঙ্কের ক্লাস। কারণ, প্রায়ই স্কুলের বাইরের কোনো শিক্ষক আমাদের পড়াতে আসেন। কিছুদিন আগে স্কুল থেকে আমরা লন্ডন জাদুঘরে গিয়েছিলাম। যাওয়ার পথে কোচে আমরা গান করে ও কৌতুক বলে অনেক মজা করেছি। জাদুঘরে রাখা পুরনো দিনের জিনিস ও ঢাকা'র দুশ' বছর আগেকার ছবি দেখে খুব আনন্দ লাগছিল। আমি লেখাপড়া করে একজন এঞ্জিনিয়ার হতে চাই। (92 words) **[16 marks]**
or	Question 04.2	**This is a possible response (indicative content):** অবসর সময়ে গান শুনতে আর বন্ধুদের সাথে বেড়াতে যেতে আমার খুব ভালো লাগে। আমি সাপ্তাহিক ছুটির দিনে আমার প্রিয় বন্ধু সামিরের/ সামিরার সঙ্গে সিনেমা দেখতে যাই। গত রবিবার ছিল আমার ছোট বোনের জন্মদিন। আমরা তার জন্য জন্মদিনের গান গেয়েছিলাম এবং তার ছোটবেলার ছবি দিয়ে তৈরী একটি ভিডিও দেখেছিলাম। আগামী শনিবারে আমরা একটি 'পিঠা মেলা'য় অংশ নেবো। সবাই নানারকম দেশীয় পিঠা-পায়েস তৈরী করে নিয়ে যাবেন। মেলায় নিয়ে যাওয়ার জন্যে আমিও কিছু পিঠা তৈরি করবো। সেখানে বিভিন্ন পাত্রে পিঠা সাজিয়ে রাখা হবে এবং আগত অতিথিরা পছন্দমতো পিঠা বেছে নিয়ে খাবেন। সেখানে নাচ-গানের ব্যবস্থাও থাকবে। (92 words) **[16 marks]**