

INTERNATIONAL GCSE **BANGLA**

9268

Paper 1: Grammar, reading comprehension and writing

Mark scheme

Specimen

Version: 1.0 Final

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 [oxfordaqaexams.org.uk](https://www.oxfordaqaexams.org.uk)

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Grammar, Language Usage and Reading Comprehension

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. Marks awarded are always whole marks, not in fractions. The following guidance should be borne in mind when marking.

- (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. With an exception in Section A, where accuracy of grammar is assessed, a separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information without ambiguity.
 - (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: –if the alternative/addition does not contradict the key idea/makes it ambiguous, accept –If the alternative/addition contradicts the key idea or makes it ambiguous, reject.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
2. In questions where students are asked to give, for example, three details, only the first three details they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible, then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../... means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. The following general principles should be applied in relation to answers in the target language in Section B:
- A. Incorrect personal pronouns – accept (unless this causes ambiguity)
 - B. Incorrect possessive adjectives – accept (unless this causes ambiguity)
 - C. Wrong gender – accept (unless this causes ambiguity)
 - D. Infinitive – will normally communicate without ambiguity, so should be accepted
 - E. Wrong tense – accept as long as student comprehension is not in question
 - F. Minor spelling errors – accept as long as the answer is understandable with no ambiguity.

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.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

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, 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 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 read 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.

Section A

Question	Answer	Total marks	Notes
1.1	আছেন	1 AO1 = 1	
1.2	তোমাকে	1 AO1 = 1	
1.3	পাখি	1 AO1 = 1	
1.4	মুখে	1 AO1 = 1	
1.5	প্রমাণিত	1 AO1 = 1	
1.6	বর্ষে	1 AO1 = 1	

Question 02	Answer	Total marks	Notes
A	7 (মিতাহারী)	1 AO1 = 1	
B	2 (বেসামাল)	1 AO1 = 1	
C	5 (কষ্টকর)	1 AO1 = 1	
D	4 (ভবিষ্য)	1 AO1 = 1	

Question 03

Marking principles	Marks
A grammatically correct sentence, transformed as directed, included all key words without any ambiguity and spelling errors.	2
A grammatically correct sentence, transformed as directed, is missing a key word, although the message remains clear and 1/2 spelling errors are present that do not prevent communication.	1
A grammatically incorrect sentence where the direction of sentence transformation is not followed, or the meaning is not conveyed.	0

Question	Answer	Total marks	Notes
3.1	আমি কখনই মিথ্যা কথা বলি না। or similar	2 AO1 = 2	
3.2	সে কি সত্যিই এই কাজটি করতে পারে? or similar	2 AO1 = 2	
3.3	শিক্ষক শিক্ষার্থীদের মনোযোগ দিয়ে পড়তে বললেন। or similar	2 AO1 = 2	
3.4	কতই না আনন্দের আজকের দিন! or similar	2 AO1 = 2	
3.5	নিয়মিত লেখাপড়া করলে তুমি ভালো ফলাফল পাবে। or similar	2 AO1 = 2	

Section B

Question	Answer	Total marks	Notes
04			
রীয়া	A, D, F	3 AO1 = 3	In any order
অলোক	B, H, Q	3 AO1 = 3	In any order
মারিয়া	C, K, M	3 AO1 = 3	In any order
তানভীর	P	1 AO1 = 1	

Question	Key idea	Total marks	Notes
05.1	- মানুষের চিন্তা (1) (মানুষের) বিশ্লেষণ (1) (মানুষের) সিদ্ধান্ত গ্রহণের ক্ষমতা (1)	3 AO1 = 3	
05.2	- কৃত্রিম বুদ্ধিমত্তা দ্রুত কাজ সম্পন্ন করে (1) - কৃত্রিম বুদ্ধিমত্তা অসংখ্য তথ্য দক্ষতার সাথে বিশ্লেষণ করতে পারে/তথ্য উপস্থাপন করতে পারে (1) - স্বয়ংক্রিয়ভাবে কাজ করে মানুষের কল্যাণ বয়ে আনে/জীবনের মান উন্নত করে (1)	3 AO1 = 3	
05.3	- কাজের পরিবেশকে বদলে দেবে (1) - কর্মীদের সাথে প্রতিযোগিতা সৃষ্টি করবে (1) - কর্মকর্তাগণ কৃত্রিম বুদ্ধিমত্তাকে কাজে লাগাতে আগ্রহী হবেন (1)	3 AO1 = 3	
05.4	- বিশেষ দক্ষতাভিত্তিক শিক্ষালাভের জন্য নিজেকে প্রস্তুত করা (1) - অব্যাহত শিক্ষার মাধ্যমে নতুন প্রযুক্তি শেখা চালিয়ে যাওয়া (1) - নিজেকে পরিবর্তনশীল কাজের চাহিদার সাথে তাল মিলিয়ে চলা (1)	3 AO1 = 3	
05.5	- মানবিক অনুভূতির সংযোজন (1) - নৈতিক মূল্যবোধের প্রয়োগ (1) - নিজে থেকেই নিজেকে নিয়ন্ত্রণ করতে পারা (1)	3 AO1 = 3	

Question	Key idea	Total marks	Notes
06.1	হাতে লেখার পদ্ধতি/হাত দিয়ে লেখা	1 AO1 = 1	
06.2	বুদ্ধিতে কিছুটা এগিয়ে থাকত	1 AO1 = 1	
06.3	আগের প্রজন্মের চেয়ে চিন্তার সক্ষমতায় একটু পিছিয়ে পড়ছে	1 AO1 = 1	
06.4	বই পড়ে চিন্তা-ভাবনা করতে হতো/নিজে নিজে বোঝার চেষ্টা করতে হতো	1 AO1 = 1	
06.5	প্রযুক্তির সচেতন ও সীমিত ব্যবহার/প্রযুক্তিকে সহায়ক হিসেবে ব্যবহার করতে হবে, বিকল্প হিসেবে নয়	1 AO1 = 1	

Section C

Question	Answer	Total marks																		
07	For this question, students are expected to express and justify individual thoughts and points of view, in order to interest, inform, convince, persuade or describe. The guided writing responses will be assessed for Content (10 marks) and Quality of language (15 marks), as specified in the criteria below. Students are expected to write approximately 200 words per question but, provided the task is completed, the number of words is not important. The number of words is approximate, and you will mark all work produced by the student. Content <table> <tr> <th>Level</th><th>Marks</th><th>Response</th></tr> <tr> <td>5</td><td>9 - 10</td><td> - An excellent response which is fully relevant and detailed, conveying a lot of information. - Communication is clear with little or no ambiguity. - Excellent justification that successfully uses the issues, themes and the cultural and social contexts of the topic. </td></tr> <tr> <td>4</td><td>7 - 8</td><td> - A good response which is almost always relevant, and which conveys quite a lot of information. - Communication is mostly clear but there are a few ambiguities. - Effective justification that is generally successful in using the issues, themes and the cultural and social contexts of the topic. </td></tr> <tr> <td>3</td><td>5 - 6</td><td> - A competent response that is mostly relevant and conveys an adequate amount of information. - Communication is generally clear, though there are noticeable ambiguities or areas of vagueness. - Justification is reasonably effective, showing some success in addressing the issues, themes, and the cultural and social contexts of the topic. </td></tr> <tr> <td>2</td><td>3 - 4</td><td> - A reasonable response which is generally relevant with some information conveyed. - Communication is usually clear but there are some ambiguities. - Satisfactory justification with a reasonable attempt at using the issues, themes and the cultural and social contexts of the topic. </td></tr> <tr> <td>1</td><td>1 - 2</td><td> - A basic response which is of limited relevance with little information conveyed. - Communication is sometimes clear but there may be instances where messages break down. - Limited justification that lacks coherence. </td></tr> </table>	Level	Marks	Response	5	9 - 10	- An excellent response which is fully relevant and detailed, conveying a lot of information. - Communication is clear with little or no ambiguity. - Excellent justification that successfully uses the issues, themes and the cultural and social contexts of the topic.	4	7 - 8	- A good response which is almost always relevant, and which conveys quite a lot of information. - Communication is mostly clear but there are a few ambiguities. - Effective justification that is generally successful in using the issues, themes and the cultural and social contexts of the topic.	3	5 - 6	- A competent response that is mostly relevant and conveys an adequate amount of information. - Communication is generally clear, though there are noticeable ambiguities or areas of vagueness. - Justification is reasonably effective, showing some success in addressing the issues, themes, and the cultural and social contexts of the topic.	2	3 - 4	- A reasonable response which is generally relevant with some information conveyed. - Communication is usually clear but there are some ambiguities. - Satisfactory justification with a reasonable attempt at using the issues, themes and the cultural and social contexts of the topic.	1	1 - 2	- A basic response which is of limited relevance with little information conveyed. - Communication is sometimes clear but there may be instances where messages break down. - Limited justification that lacks coherence.	25 AO2 = 25
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	0	The content does not meet the standard required for Level 1.
Quality of language		
Level	Marks	Response
5	13 - 15	A wide variety of appropriate vocabulary is used. Complex structures and sentences are successfully attempted. There are references to three-time frames, which are successful. Any errors are minor, and the intended meaning is clear. The style and register are consistently appropriate.
4	10 - 12	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to at least two-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	7 - 9	A reasonable variety of appropriate vocabulary is used. There is some success in attempting complex structures and sentences. References to at least two-time frames are made, though with varying success. Errors, both minor and major, occur but do not impede overall understanding. The style and register are generally appropriate, though inconsistent at times.
2	4 - 6	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 - 3	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 Level 1.
Note: 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.		

Indicative content for each question in Section C

Question	Answer	Total marks		
07.1	মনে করো কিছুদিন আগে তুমি তোমার বন্ধুকে নিয়ে পাহাড়ে বেড়াতে গিয়ে ফিরে আসবার সময় পথ হারিয়ে ফেলেছিলে, সেই ঘটনা নিয়ে একটি গল্প লেখো।	25 AO2 = 25		
	<table><tr><td>তোমাদের যাত্রা পরিকল্পনা</td><td> - কোন পাহাড়ে যাবে ঠিক করলে - যাতায়াত, থাকা, খাওয়া ও অন্যান্য খরচ মিলিয়ে মোট বাজেট ঠিক করলে - কত দিনের জন্য যাবে তা ঠিক করলে - বাস, ট্রেন বা বিমান টিকিট কাটলে - থাকার জায়গা বুকিং করলে - দুর্গম পাহাড়ি এলাকায় নিরাপত্তার জন্য স্থানীয় গাইড নেবে ঠিক করলে - ফোন ও ক্যামেরা প্রস্তুত রাখলে </td></tr></table>		তোমাদের যাত্রা পরিকল্পনা	- কোন পাহাড়ে যাবে ঠিক করলে - যাতায়াত, থাকা, খাওয়া ও অন্যান্য খরচ মিলিয়ে মোট বাজেট ঠিক করলে - কত দিনের জন্য যাবে তা ঠিক করলে - বাস, ট্রেন বা বিমান টিকিট কাটলে - থাকার জায়গা বুকিং করলে - দুর্গম পাহাড়ি এলাকায় নিরাপত্তার জন্য স্থানীয় গাইড নেবে ঠিক করলে - ফোন ও ক্যামেরা প্রস্তুত রাখলে
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	<table><tr><td>অপ্রত্যাশিত ঘটনা</td><td> - নামতে নামতেই হঠাৎ বুঝলে পথটা আর চেনা লাগছে না - চারদিকে কুয়াশা /বৃষ্টি /ঝড় নেমে এলো - মোবাইলের ব্যাটারি শূন্য নেমে গেলো - মাঝে মাঝে উচ্চস্বরে সাহায্যের জন্য ডাক দিলে - খুব ক্লান্ত বোধ করলে - হঠাৎ দেখলে দূরে খুব ক্ষীণ একটা আলো জ্বলছে - একজনকে লগ্নন হাতে এগিয়ে আসতে দেখলে </td></tr></table>		অপ্রত্যাশিত ঘটনা	- নামতে নামতেই হঠাৎ বুঝলে পথটা আর চেনা লাগছে না - চারদিকে কুয়াশা /বৃষ্টি /ঝড় নেমে এলো - মোবাইলের ব্যাটারি শূন্য নেমে গেলো - মাঝে মাঝে উচ্চস্বরে সাহায্যের জন্য ডাক দিলে - খুব ক্লান্ত বোধ করলে - হঠাৎ দেখলে দূরে খুব ক্ষীণ একটা আলো জ্বলছে - একজনকে লগ্নন হাতে এগিয়ে আসতে দেখলে
অপ্রত্যাশিত ঘটনা	- নামতে নামতেই হঠাৎ বুঝলে পথটা আর চেনা লাগছে না - চারদিকে কুয়াশা /বৃষ্টি /ঝড় নেমে এলো - মোবাইলের ব্যাটারি শূন্য নেমে গেলো - মাঝে মাঝে উচ্চস্বরে সাহায্যের জন্য ডাক দিলে - খুব ক্লান্ত বোধ করলে - হঠাৎ দেখলে দূরে খুব ক্ষীণ একটা আলো জ্বলছে - একজনকে লগ্নন হাতে এগিয়ে আসতে দেখলে			
<table><tr><td>ভবিষ্যতের সতর্কতা।</td><td> - আতঙ্কিত না হওয়া - আশা না হারানো - কম্পাস বা ম্যাপ ব্যবহার করা - অন্ধকারে চলাফেরা এড়িয়ে চলা - মোবাইলের ব্যাটারি সংরক্ষণ করা - বাঁশি, চিংকার, টর্চ বা ফোনের ফ্ল্যাশ ব্যবহার করা - পানীয় ও খাবার সংরক্ষণ করা </td></tr></table>	ভবিষ্যতের সতর্কতা।	- আতঙ্কিত না হওয়া - আশা না হারানো - কম্পাস বা ম্যাপ ব্যবহার করা - অন্ধকারে চলাফেরা এড়িয়ে চলা - মোবাইলের ব্যাটারি সংরক্ষণ করা - বাঁশি, চিংকার, টর্চ বা ফোনের ফ্ল্যাশ ব্যবহার করা - পানীয় ও খাবার সংরক্ষণ করা		
ভবিষ্যতের সতর্কতা।	- আতঙ্কিত না হওয়া - আশা না হারানো - কম্পাস বা ম্যাপ ব্যবহার করা - অন্ধকারে চলাফেরা এড়িয়ে চলা - মোবাইলের ব্যাটারি সংরক্ষণ করা - বাঁশি, চিংকার, টর্চ বা ফোনের ফ্ল্যাশ ব্যবহার করা - পানীয় ও খাবার সংরক্ষণ করা			
Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.				

Question	Answer	Total marks
07.2	ভাষাদিবসের একটি অনুষ্ঠানে মাতৃভাষার গুরুত্ব নিয়ে তোমার আবেগঘন ভাষণ শ্রোতাদের মন ছুঁয়ে গেছে। সেই ভাষণটি লেখো।	25 AO2 = 25
	আগে দরকার মাতৃভাষার সংরক্ষণ • মাতৃভাষায় কথা বলা • গল্প, কবিতা, নাটক বা প্রবন্ধ মাতৃভাষায় পড়া • সংবাদ, রেডিও, টিভি অনুষ্ঠানে মাতৃভাষা ব্যবহার করা • লোকসংস্কৃতি ও ঐতিহ্য রক্ষা • মাতৃভাষায় সাহিত্য অনুবাদ করা • মাতৃভাষা অভিধান তৈরি করা • মাতৃভাষায় গল্প, প্রবাদ লিখে রাখা	
	বর্তমান প্রজন্মের মাতৃভাষা শেখা এবং ব্যবহার করা • বন্ধুদের সাথে, ক্লাব ও মিটিং-এ ইংরেজি বা মিশ্র ভাষা বেশি ব্যবহার • সামাজিক যোগাযোগ মাধ্যমে ইংরেজি বা মিশ্র ভাষা বেশি ব্যবহার • মেসেজিং ও চ্যাটে ইংরেজি বা মিশ্র ভাষা বেশি ব্যবহার • মোবাইল গেম, অ্যাপে ইংরেজি ভাষা ব্যবহার • অফিস, কলেজ বা বিশ্ববিদ্যালয়ে ইংরেজি ভাষা ব্যবহার • ব্লগ, গল্প, কবিতা বা অনলাইনে ইংরেজি ভাষা ব্যবহার • ভিডিও ও ইউটিউবে ইংরেজি ভাষা ব্যবহার	
	ভবিষ্যতে মাতৃভাষার গুরুত্ব বাড়ানোর জন্য পদক্ষেপ। • নাগরিক সচেতনতা বৃদ্ধি করা • মাতৃভাষা শেখার ক্লাব ও কর্মশালার আয়োজন • প্রতিযোগিতা, উৎসব, কুইজ, গেমিং বা অনলাইন প্রচারণার মাধ্যমে মাতৃভাষা জনপ্রিয় করা • স্কুল, কলেজ ও বিশ্ববিদ্যালয়ে মাতৃভাষাকে জোর দেওয়া • অ্যাপ, ভিডিও, ব্লগ, গেম ও ওয়েবসাইট মাতৃভাষায় ব্যবহারযোগ্য করা • সোশ্যাল মিডিয়ায় মাতৃভাষায় পোস্ট ও কন্টেন্ট তৈরি উৎসাহিত করা • সাইনবোর্ড, প্রতিষ্ঠান ও অফিসে মাতৃভাষার ব্যবহার নিশ্চিত করা • মাতৃভাষায় বই প্রকাশনা বৃদ্ধি করা	
Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.		

Section D

Question	Answer	Total marks																		
08	For this question, students are expected to express and justify individual thoughts and points of view, in order to interest, inform, convince, persuade or describe. The functional writing responses will be assessed for Content (15 marks) and Quality of language (10 marks), as specified in the criteria below. Students are expected to write approximately 200 words per question but, provided the task is completed, the number of words is not important. The number of words is approximate, and you will mark all work produced by the student. Content <table> <tr> <th>Level</th><th>Marks</th><th>Response</th></tr> <tr> <td>5</td><td>13 - 15</td><td> - An excellent response which is fully relevant and detailed, conveying a lot of information. - Communication is clear with little or no ambiguity. - Excellent justification that successfully uses the issues, themes and the cultural and social contexts of the topic. </td></tr> <tr> <td>4</td><td>10 - 12</td><td> - A good response which is almost always relevant, and which conveys quite a lot of information. - Communication is mostly clear but there are a few ambiguities. - Effective justification that is generally successful in using the issues, themes and the cultural and social contexts of the topic. </td></tr> <tr> <td>3</td><td>7 - 9</td><td> - A competent response that is mostly relevant and conveys an adequate amount of information. - Communication is generally clear, though there are noticeable ambiguities or areas of vagueness. - Justification is reasonably effective, showing some success in addressing the issues, themes, and the cultural and social contexts of the topic. </td></tr> <tr> <td>2</td><td>4 - 6</td><td> - A reasonable response which is generally relevant with some information conveyed. - Communication is usually clear but there are some ambiguities. - Satisfactory justification with a reasonable attempt at using the issues, themes and the cultural and social contexts of the topic. </td></tr> <tr> <td>1</td><td>1 - 3</td><td> - A basic response which is of limited relevance with little information conveyed. - Communication is sometimes clear but there may be instances where messages break down. - Limited justification that lacks coherence. </td></tr> </table>	Level	Marks	Response	5	13 - 15	- An excellent response which is fully relevant and detailed, conveying a lot of information. - Communication is clear with little or no ambiguity. - Excellent justification that successfully uses the issues, themes and the cultural and social contexts of the topic.	4	10 - 12	- A good response which is almost always relevant, and which conveys quite a lot of information. - Communication is mostly clear but there are a few ambiguities. - Effective justification that is generally successful in using the issues, themes and the cultural and social contexts of the topic.	3	7 - 9	- A competent response that is mostly relevant and conveys an adequate amount of information. - Communication is generally clear, though there are noticeable ambiguities or areas of vagueness. - Justification is reasonably effective, showing some success in addressing the issues, themes, and the cultural and social contexts of the topic.	2	4 - 6	- A reasonable response which is generally relevant with some information conveyed. - Communication is usually clear but there are some ambiguities. - Satisfactory justification with a reasonable attempt at using the issues, themes and the cultural and social contexts of the topic.	1	1 - 3	- A basic response which is of limited relevance with little information conveyed. - Communication is sometimes clear but there may be instances where messages break down. - Limited justification that lacks coherence.	25 AO2 = 25
Level	Marks	Response																		
5	13 - 15	- An excellent response which is fully relevant and detailed, conveying a lot of information. - Communication is clear with little or no ambiguity. - Excellent justification that successfully uses the issues, themes and the cultural and social contexts of the topic.																		
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	0	The content does not meet the standard required for Level 1.
Quality of language		
Level	Marks	Response
5	9 - 10	A wide variety of appropriate vocabulary is used. Complex structures and sentences are successfully attempted. Any errors are minor, and the intended meaning is clear. The style and register are consistently appropriate.
4	7 - 8	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. 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	5 - 6	A reasonable variety of appropriate vocabulary is used. There is some success in attempting complex structures and sentences. Errors, both minor and major, occur but do not impede overall understanding. The style and register are generally appropriate, though inconsistent at times.
2	3 - 4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. 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	The language produced does not meet the standard required for Level 1.
Note: 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.		

Indicative content for each question in Section D

Question	Answer	Total marks
08.1	বিনামূল্যে উচ্চশিক্ষা কতটা বাস্তবসম্মত? এই বিষয়টির পক্ষে ও বিপক্ষে যুক্তি দিয়ে আলোচনা করো। • ভূমিকা • বিনামূল্যে উচ্চশিক্ষার পক্ষে যুক্তি: ○ সুযোগের সমতা ○ শিক্ষার্থীর ঋণ হ্রাস ○ জনস্বার্থ • বিনামূল্যে উচ্চশিক্ষার বিপক্ষে যুক্তি: ○ শিক্ষাগত মানের অবনতি ○ বিপুল সরকারি ব্যয় ○ বর্ধিত কর • উদাহরণসহ মধ্যপন্থার বিশ্লেষণ: ○ মিশ্র পদ্ধতিই সবচেয়ে বাস্তবসম্মত ○ ব্যয় এবং গুণমানের মধ্যে ভারসাম্য • উপসংহার Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	25 AO2 = 25

Question	Answer	Total marks
08.2	নিজেদের এলাকা পরিষ্কার-পরিচ্ছন্ন রাখতে ছাত্রছাত্রীদের সক্রিয় হওয়া গুরুত্বপূর্ণ। এই বিষয়টি নিয়ে আলোচনা করো। • ভূমিকা • পরিচ্ছন্ন পরিবেশের গুরুত্ব • সক্রিয় অংশগ্রহণের গুরুত্ব • নৈতিক দায়িত্ব • ব্যক্তিগত অভ্যাস • কর্মপন্থা • প্রতিবন্ধকতা ও সীমাবদ্ধতা • উপসংহার Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	25 AO2 = 25

Question	Answer	Total marks
08.3	গ্রামের স্বাস্থ্যকেন্দ্রে রোগনির্ণয় ও চিকিৎসার জন্য প্রয়োজনীয় সরঞ্জাম ও ওষুধের অভাব নিয়ে দৈনিক পত্রিকায় একটি প্রতিবেদন লেখো। • ভূমিকা • বর্তমান অবস্থা • কোন কোন সরঞ্জামের অভাব • কোন কোন প্রয়োজনীয় ওষুধের সংকট • কর্তৃপক্ষের বক্তব্য • সমস্যার কারণ বিশ্লেষণ • পরামর্শ • উপসংহার Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	25 AO2 = 25