

# Measuring the Validity of a High-stakes English Test in Bangladesh: An Empirical Approach

Iftakhar Ahmed<sup>1</sup>, Dr. Liton Baron Sikder<sup>2</sup>

<sup>1</sup>Department of English, Mawlana Bhashani Science and Technology University, Santosh, Tangail-1902, Dhaka, Bangladesh.

<sup>2</sup>Department of English, Islamic University, Kushtia, Bangladesh.

DOI: <https://doi.org/10.47772/IJRISS.2023.70603>

Received: 02 May 2023; Revised: 17 May 2023; Accepted: 22 May 2023; Published: 16 June 2023

## ABSTRACT

The SSC English examination is a high-stakes test in Bangladesh because its scores are used to make decisions about the admission, placement, or graduation of students. This study evaluated the empirical validity of the SSC English examination using the correlation coefficient formula by Pearson's R. The researchers employed a quantitative approach to conducting the research. Data were collected from eight education boards located in Dhaka, Rajshahi, Barisal, Chattogram, Comilla, Dinajpur, Jessore, and Sylhet. The present study used "Simple Random Sampling" while selecting the respondents. The respondents of the study were eighty SSC students. The researcher selected five students from each school. The researcher chose two schools from each education board; one is from a rural area, and another is from an urban area. The respondents were balanced between urban and rural, male and female persons. The findings of the study revealed that the validity of the SSC English test of each education board was subpar. Based on the findings, some recommendations were put forward to improve the SSC English examination in Bangladesh. Notably, the SSC English test items should examine the learners' cognitive skills, such as thinking, remembering, and reasoning. The question setter should follow the authorized textbook to make a final question to ensure the validity of the test. Moreover, according to the guidelines of the NCTB (2012), candidates' speaking and listening skills should be measured through continuous assessment. Furthermore, continuous assessment marks could be added to finalize the candidates' GPA (Grade Point Average) in the summative assessment. The authority ought to train the scorers. The education board should allow the scorers enough time to mark the scripts contentedly to ensure the pragmatism of the test. Moreover, the teachers should teach to the curriculum, not to the test.

**Keywords:** English examination, the SSC level, Pearson's r, correlation coefficient

## INTRODUCTION

The English language is used as a second or foreign language in Bangladesh. Students take English language courses as compulsory subjects from class one to class twelve. The students participate in the Secondary School Certificate (SSC) examination after Grades 9 and 10. We can consider the SSC English examination as a high-stakes test in Bangladesh due to its nature. The SSC exam result decides the future career of many students. The SSC English examination is divided into English Paper-I (English for Today) and English Paper-II (English Grammar and Composition). The candidates complete these two tests on two different days. The scores collected from English (both Paper I & Paper II) and other subjects are used to finalize a student's overall Grade Point Average (GPA). This study endeavors to measure the statistical or empirical validity of the SSC English examination in Bangladesh. Hughes points out that language tests are considered valid if they measure what they are intended to measure (Hughes, 2003). The term "empirical validity" (also known as "statistical validity" or "predictive validity") refers to how closely test results "correlate" with behavior as it is measured in other circumstances. Empirical validity happens when researchers make planned comparisons to see if a measurement provides scores that relate to the chosen criterion (Patten & Newhart, 2017).

The SSC English examination, a large-scale test, plays a vital role in developing a nation. In 2021, almost two million students sat for the SSC test in Bangladesh (“SSC exams”, 2021). Therefore, it is a dire need to scrutinize the nature of the SSC English test in Bangladesh. Unfortunately, the researchers found no empirical or statistical study related to the SSC English examination in Bangladesh. Most of the studies related to the SSC English test in Bangladesh were qualitative. That is why the present researchers have enthusiastically scrutinized the empirical or statistical validity of the SSC English test in Bangladesh.

The objective of this study is to measure the empirical or statistical validity of the SSC English test in Bangladesh following the correlation coefficient formula by Pearson’s R. Notably, the SSC English examination is conducted by several education boards in Bangladesh, such as Dhaka Education Board, Rajshahi Education Board, Barisal Education Board, Chattogram Education Board, Comilla Education Board, Dinajpur Education Board, Jessore Education Board, and Sylhet Education Board. Therefore, the researchers aimed to measure the statistical or empirical validity of all the education boards in Bangladesh.

A significant number of qualitative studies related to the SSC English test in Bangladesh have been conducted. As per Jamila and Kabir (2020), the SSC test results might control a student’s overall educational career. The education board in Bangladesh took the initiative to implement the Communicative Language Teaching (CLT) approach instead of the Grammar Translation Method (GTM) in the late 1990s. The SSC English final test did not examine the speaking and listening skills, two crucial elements of CLT. The test items questioned the face validity of this high-stakes examination (Jamila & Kabir, 2020). Formative and summative testing and assessments were incompatible with the communicative approach (Das et al., 2014). Moreover, the studies conducted by several investigators (Kabir, 2015; Billah, 2015; Mariyam et al., 2015; Alam & Kabir, 2015; Jamila & Kabir, 2020) also questioned the nature of EFL testing and assessment at the secondary and higher secondary levels in Bangladesh. Alam and Kabir (2015) opined that the SSC English language testing system in Bangladesh was faulty due to the predictable examination contents and inconsistent assessment techniques. That is why the SSC English examination in Bangladesh was known for lacking validity and reliability (Alam & Kabir, 2015). Ali et al. (2018) investigated the HSC English examination in Bangladesh. They found that the English examination was faulty as the test did not follow the cornerstones of test development. The studies mentioned above disclose the research gaps related to the present study. The present researchers found that most studies related to the SSC English test were qualitative. Quantitative studies were not available. That is why the present researchers evaluated the empirical validity of the SSC English test in Bangladesh.

## METHODOLOGY

### Sampling

The researchers collected data from eight education boards in Bangladesh. The present study used “Simple Random Sampling” while selecting the respondents. The subjects of this study included 80 SSC students. First, the researchers chose two schools from each education board; one is from a rural area, and another is from an urban area. Next, the researchers selected five students from each school. The researchers selected ten students from each board using the “Simple Random Sampling method”. They were believed to represent the largest population of secondary education in Bangladesh. The researchers personally conducted the survey. Data were balanced between urban and rural, male and female participants.

### Materials

Several authentic materials were used to conduct this study, such as the SSC English textbook prescribed by NCTB (2012) and board question papers of the SSC English examination held in 2019. *The present study investigated English for Today (Paper I) and English Grammar and Composition (Paper II) for classes 9-10 to scrutinize whether the textbook corresponded to the board questions. This study scrutinized the nature,*

*contents, and characteristics of the SSC English questions of 2019 (Both Paper I and Paper II) collected from all of the eight education boards in Bangladesh (Appendix 10A, 10B; Only Dhaka board questions are shown in the Appendix section; Question papers of other education boards are intentionally skipped in the Appendix section).*

### **Tests on the Board Questions and a Standardized Question for the Empirical Validity**

The present researchers calculated the statistical or empirical validity of the SSC English test measuring the ‘correlation coefficient’ between two sets of scores. It is a statistical measurement of resemblance. As per Hughes (2003), the standard procedure is to compare two sets of scores for the ‘correlation coefficient’ measurement. The researcher administered tests on the SSC English board questions (both Paper I and Paper II) of 2019 and a standardized question covering both Paper I and Paper II (Appendix 9A, 9B). The researchers selected those students as participants who had finished grades 9 and 10.

A Standardized question (both Paper I and Paper II) was established per the recommendations of several SSC English instructors from different education boards in Bangladesh. Moreover, the standardized question was developed following the NCTB (2012) guidelines. The researchers established the same standardized question for the participants from the eight education boards in Bangladesh. Ten participants from each education board took the test on their corresponding board questions. They also took the test on standardized questions. Thus, the researcher got two sets of scores for each student. The researcher selected those students who had almost finished two academic years (Class 9 and Class 10). Thus, the statistical validity of each board was calculated following the measurement of the ‘correlation coefficient’. Many statisticians (Everitt & Skrondal, 2010; Lindstrom, 2010; Glen, 2022) argue that finding a correlation coefficient for the two sets of data is one of the most usual ways to find a correlation between the two tests.

**The nature of coefficients** varies between 0 and 1, where:

- 1: perfect correlation,
- $\geq 0.9$ : excellent correlation,
- $\geq 0.8 < 0.9$ : good correlation,
- $\geq 0.7 < 0.8$ : acceptable correlation,
- $\geq 0.6 < 0.7$ : questionable correlation,
- $\geq 0.5 < 0.6$ : poor correlation,
- $< 0.5$ : unacceptable correlation,
- 0: no correlation

### **The Statistical Validity or Empirical Validity Analysis Procedure**

A test’s statistical or empirical validity can be calculated using the formula of validity coefficient (Hughes, 2003). Here, the SSC English test’s validity coefficient was calculated using the Pearson Correlation Coefficient formula, also known as Pearson’s  $r$  (Pearson, 1895).

The statistical validity of the SSC English examination was calculated using the following formula:

$$r_{xy} = \frac{(n)(\sum xy) - (\sum x)(\sum y)}{\sqrt{[(n)(\sum x^2 - (\sum x)^2)] [(n)(\sum y^2) - (\sum y)^2]}}$$

Where,

$r_{xy}$  = Validity Correlation Coefficient

$n$  = Number of Participants (students)

x = Individual Scores Obtained from Board Test-2019

y = Individual Scores Obtained from a Standardized Test

The validity correlation coefficient was measured discretely for each education board. The researchers administered two tests for each education board to measure the validity correlation coefficient of the SSC English. One test was administered following the standardized question (Appendix 9A, 9B; both Paper I and Paper II), and the other was conducted following the corresponding SSC English board questions of 2019. Then the researchers considered two sets of numbers for each student to measure the validity coefficient.

## FINDINGS AND DISCUSSION

Here, the validity coefficient of the SSC English test of each education board is discussed. Using Pearson's r formula, each education board's empirical or statistical validity coefficient was measured. The validity coefficient of the SSC English test of the Dhaka education board was found to be 0.55 (Appendix 1). According to Glen (2022), Everitt & Skrondal (2010), and Lindstrom (2010), it testified to poor validity of the test ( $\geq 0.5 < 0.6$ : poor correlation). The validity coefficient of the Rajshahi education board was 0.72 (Appendix 2), which was acceptable validity ( $\geq 0.7 < 0.8$ : acceptable correlation; (Everitt & Skrondal, 2010; Lindstrom, 2010; Glen, 2022)). The researchers found that the validity coefficient of the Barisal education board was 0.47 (Appendix 3). Glen (2022), Everitt & Skrondal (2010) and Lindstrom (2010) noted that this was unacceptable validity of any test ( $< 0.5$ : unacceptable correlation). The validity coefficient of the SSC English test of the Chattogram Education Board was 0.52 (Appendix 4), which indicates that the test's validity was very poor ( $\geq 0.5 < 0.6$ : poor correlation; (Everitt & Skrondal, 2010; Lindstrom, 2010; Glen, 2022)). The validity coefficient of the Comilla education board was 0.61 (Appendix 5). As per Glen (2022), Everitt & Skrondal (2010), and Lindstrom (2010), it was the indication of questionable validity of the SSC English test ( $\geq 0.6 < 0.7$ : questionable correlation). The validity coefficient of the Dinajpur education board was 0.68 (Appendix 6), which was also clear evidence of the SSC English test's questionable validity ( $\geq 0.6 < 0.7$ : questionable correlation). As per the findings, the validity coefficient of the Jessore education board was 0.69 (Appendix 7), which was also evidence of questionable validity of the SSC English test ( $\geq 0.6 < 0.7$ : questionable correlation) (Everitt & Skrondal, 2010; Lindstrom, 2010; Glen, 2022). Sylhet education board's validity coefficient was 0.44 (Appendix 8). It was the demonstration of the SSC English test's unacceptable validity. Glen (2022), Everitt & Skrondal (2010), and Lindstrom (2010) opined that this was unacceptable validity of any test ( $< 0.5$ : unacceptable correlation). The findings clarified the low validity coefficient of the Dhaka and Chittagong education board English test. The validity of the Barisal and Sylhet education board was appalling, as the validity coefficient values of these two boards were lower than 0.5. It was evident that the validity of the Comilla, Dinajpur, and Jessore was also low. The Rajshahi education board only possessed acceptable validity. So, the teachers, students, guardians, and staff of each education board have to pay attention to the SSC English test items and curriculum objectives to enhance the validity of the test.

## RECOMMENDATIONS

### The Education Board

Based on the findings, some recommendations might be made to improve the SSC English examination in Bangladesh. Especially the education board has to pay attention to the educational facilities of marginalized students to confirm educational equality and impartiality. The English reading and writing items of the test should be congruent with the board textbook's contents. Moreover, the formative and summative tests should assess the learners' listening and speaking skills to confirm the test's content validity. As per the

suggestions of the NCTB (2012), students' speaking and listening skills must be evaluated through continuous assessment, such as tutorial tests, sudden tests, and quizzes. Besides, twenty marks, ten for listening and ten for speaking, must be added to determine the candidates' final grade in the final assessment, also known as SSC English final test. So far, the summative examination has ignored the listening and speaking items. Therefore, the education board should include these two items in the test in a prompt manner. The authority might ensure a suitable examination center for the SSC candidates. Sometimes, the SSC English questions might have typographical errors. The education board should train the examiners so that the examiners mark the subjective items in a befitting manner. The SSC English teachers should engage themselves in pre-service and in-service training. Moreover, the education board must allow the markers enough time to mark the scripts. Additionally, more objective items, such as MCQ, should be given in the test to evade accidental subjective biases in scoring. The SSC candidates living in isolated areas and hill tracts might not have access to smartphones and laptops. The test-related new information has to be disseminated via tv channels, websites, and newspapers so the students can avail of that information promptly. Additionally, the authority must ensure the security of the SSC English examination in Bangladesh. Pathan (2015) argued that leaked question papers would do no good to Bangladesh. Hackers always attempt to get the question papers. So cyber security should be confirmed. Question editing, typing, photocopying, and transporting have to be carried out with utmost care and responsibility.

### **The Question Setters**

The question setter ought to follow the authorized textbook (NCTB, 2012) to make a final question to confirm the validity of the SSC English test. To augment the expediency of the SSC English test, the test items should be set with the determination that the candidates must have enough cognitive skills (such as thoughtful, recollection, and perception) to answer the test items. Moreover, the question setter should avoid the test items that do not distinguish between poorer and stronger candidates to enhance the test's consistency. It was found that both the SSC English examination papers I and II contained many typical items. In addition, question setters occasionally assign items with ambiguous meanings. According to Hughes (2003), the question setters must comprise independent passages in the question paper. Additionally, the SSC English test has the propensity to give applicants a choice of questions. Sometimes, the SSC students are asked to answer a question from many options. The test's consistency is likely to suffer due to such a procedure. Therefore, the range of possible answers should be controlled. Furthermore, the question setter should incorporate more authentic test items in the formative and summative tests. It is recommended that the question setter should stay away from scripted items. Finally, the formative assessment should espouse more authentic materials like realia to evaluate the listening and speaking skills of the SSC candidates.

### **The SSC English Teachers**

The authority should organize pre-service and in-service training programs for the SSC English teachers so that they can assist the students in achieving communicative competence in all the fundamental language skills—listening, speaking, reading, and writing. The EFL learning of the SSC learners should be compatible with the learning objectives of the SSC curriculum proposed by NCTB (2012). Since the teaching-learning process is dynamic, in-service training is essential for a teacher's professional development. It could be professional or casual. In Bangladesh, whether a person studies or not, once a teacher, always a teacher. Therefore, after two or three years, the authority should decide whether or not to reappoint him as a teacher. Asaya (1991) noted that in-service education programs could be categorized into different forms: seminars, educational tours, refresher courses, workshops, conferences, correspondence education, in-service training, radio broadcast, film shows, T.V programs, exchange of teachers, academic staff meetings held once a month, etc. A CLT-based curriculum must include instructors who have

completed the required training. The reason for this is that a CLT-based curriculum prioritizes “how to teach” than “what to teach” (NCTB, 2012). So whenever there is a chance, teachers should participate in educational training.

### **The SSC Students**

The SSC candidates should practice the listening and speaking items from the authorized book (NCTB, English for Today, 2022). Moreover, the learners can utilize authentic materials beyond the textbook. Interactive exercises should be conducted between teachers and students and, more importantly, between students (NCTB, 2012). The SSC learners ought to cover the whole textbook. They can practice speaking items using realia. Furthermore, teachers and students should follow the curriculum objectives (NCTB, 2012). During the two academic years (classes nine and ten), teachers and students should use teaching and learning materials collected from primary sources. Authentic materials as learning tools are better than scripted materials. The teachers must make the SSC learners aware of alternative assessment techniques, such as self-assessment, peer assessment, task-based assessment, portfolio assessment, projects, drafts, artworks, presentations, seminars, workshops, and so on. These assessments measure the students’ communicative, grammatical, and cognitive competence. The students should actively learn through peer work, group work, role-plays, and simulations. They should use authentic learning materials compatible with curriculum objectives and the demands of the modern world (Maniruzzaman, 2016; NCLRC, 2004).

### **The Guardians**

It is regretful that some guardians in Bangladesh help their kids get the leaked question papers (Rahman & Afrin, 2017). The morality of the many guardians is questionable as they allow their children to access the leaked questions. Moreover, some guardians always try to amass leaked questions. Instead, they must emphasize how to enhance the strong morals of their kids rather than academic results.

## **FUTURE RESEARCH**

It can be pointed out that future research can be conducted on the testing and assessment procedures of Madrasa education boards in Bangladesh. This research uses Pearson’s  $r$  formula to measure the empirical validity of the SSC English test. Future researchers may measure the reliability of the SSC English test using the split-half method by the Spearman-Brown formula. Additionally, future researchers may use more techniques, such as Kuder-Richardson Formula 21 and the Rasch model, to evaluate the consistency of the SSC English test. Future research might deploy the test-retest method as well as action research to get a more accurate idea of the SSC English test and assessment. Moreover, factor analysis might be employed in construct validity measurement studies. There might be a comparative study between urban and rural SSC students in Bangladesh.

## **CONCLUSION**

This research endeavored to evaluate the empirical validity of the SSC English test in Bangladesh. The subpar validity coefficient of each education board indicates poor teaching-learning practices at the SSC level in Bangladesh. It could be concluded that the validity of the SSC English examination depends on the test items. So, the test items should be congruent with the curriculum objectives (NCTB, 2012). Moreover, the trained scorers should check the test scripts, as most of the SSC English test items are subjective. The scorers should be allowed sufficient time to check the scripts in a befitting manner. The formative assessment could be implemented to evaluate the SSC English candidates’ listening and speaking skills. The scores obtained from the formative assessment throughout the two academic years (class 9 and class 10) must be added to fix the learners’ final grades in the summative assessment. The education board should

appoint more skilled examiners and trained scorers to confirm the practicality of the SSC English test. Teaching-learning activities, classroom tasks, and question items should be compatible with the national curriculum objectives (NCTB, 2012). Real-life tasks or realia can ensure the authenticity of the SSC English test. The teaching-learning activities must be centered on authentic materials instead of scripted items. The question setters ought to incorporate more authentic tasks in the final test. Finally, the existing question management system of the SSC English test has to be secure and trustworthy.

The findings of this study put forward various insights into the SSC English examination in Bangladesh. The stakeholders of the SSC English test could be benefited from this study. This study scrutinizes the loopholes of the test and draws possible solutions and recommendations. Concludingly, this study could be a milestone in the context of high-stakes testing and assessment in Bangladesh.

## REFERENCES

1. Alam, M. S., & Kabir, M. H. (2015). Assessing the Gap between Theory and Practice in Implementing CLT at Secondary Level in Bangladesh: A Case Study. *Research on Humanities and Social Sciences*, 5 (6). <http://www.iiste.org>
2. Ali, M. M., Hamid, M. O., & Hardy, I. (2018). Ritualisation of Testing: Problematising High-Stakes English-Language Testing in Bangladesh. *Compare: A Journal of Comparative and International Education*, 1-21. <https://doi.org/10.1080/03057925.2018.1535890>
3. Asaya, S. A. (1991) In-service education of teachers: problems and prospects. A Paper Presented at the first biennial Conference on Teacher Education Organized by the Lagos State College of Education. Oto-Ijanikin, 10th-14th Feb
4. Billah, M. (2015). *Language and Education Inside and Beyond the Classroom*, Murdhonno, Dhaka, Bangladesh.
5. Das, S., R. Shaheen, P. N. Shrestha, A. Rahman, and R. Khan. 2014. "Policy versus Ground Reality: Secondary English Language Assessment System in Bangladesh." *The Curriculum Journal*, 25 (3): 326–343. doi:10.1080/09585176.2014.909323.
6. English for Today (NCTB). (2022). *English for Today Listening Text*. <http://www.nctb.gov.bd/site/page/2cf0f1d9-e5eb-45c9-8be6-95c870e18d25/->
7. Everitt, B. S.; Skrondal, A. (2010), *The Cambridge Dictionary of Statistics*, Cambridge University Press.
8. **Glen, S** (2022). "Test-Retest Reliability / Repeatability" From **StatisticsHowTo.com: Elementary Statistics for the rest of us!** <https://www.statisticshowto.com/test-retest-reliability/>
9. Hughes, A. (2003). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
10. Jamila, F., & Kabir, M. H. (2020). Examining the Existence of "Teaching to the Test" at SSC Level in Bangladesh. *Creative Education*, 11, 558-572.
11. Kabir, M. H. (2015b). *Effect of Bangladeshi English Language Testing on Teaching and Learning: A Case Study*. The International Institute for Science, Technology and Education (IISTE).
12. Lindstrom, D. (2010). *Schaum's Easy Outline of Statistics, Second Edition (Schaum's Easy Outlines) 2nd Edition*. McGraw-Hill Education
13. Maniruzzaman, M. (2016). *EFL Testing Washback: Assessment of Learning or Assessment for Learning?* Center for Pedagogy (CP), Independent University, Bangladesh (IUB) ISBN: 978-984-34-0780-1
14. Mariyam, T., Kabir, M. H., & Ullah, M. M. (2015). Casting the Authority or Holding It Still: An Investigation of Teachers' Role in CLT Classrooms in Bangladesh. *The International Journal of Social Science*, (37). <http://www.Tijoss.com>
15. National Capital Language Resource Center (NCLRC). (2004). *Assessing learning: Traditional tests. The essentials of language teaching*. <http://www.nclrc.org/essentials/assessing/traditional.htm>
16. National Curriculum (NCTB). (2012). *English Classes IX & XI*. Motijheel, Dhaka: National

Curriculum & Textbook Board.

17. National Curriculum and Textbook Board (NCTB). (2022). English for Today Listening Text. <http://www.nctb.gov.bd/site/page/2cf0f1d9-e5eb-45c9-8be6-95c870e18d25/->
18. Pathan, A. K. (2015, March 8). Solution to question paper leak. The Daily Star: Bangladeshi Edition. <https://www.thedailystar.net/solution-to-question-paper-leak-37653>
19. Patten, M. L. & Newhart, M. (2017). Understanding Research Methods. Routledge.
20. Pearson, K. (1895). "Notes on regression and inheritance in the case of two parents". Proceedings of the Royal Society of London. 58, 240–242.
21. Rahman, K. N. & Afrin, S. (2017, November 13). Hapless parents question morality as authorities fail to stop question leaks. BD News. <https://bdnews24.com/bangladesh/hapless-parents-question-morality-as-authorities-fail-to-stop-question-leaks>.
22. SSC exams from Nov 14, number of candidates up by 1.79 lakh. (2021, October 27). The Daily Star. Retrieved from: <https://www.thedailystar.net/youth/education/news/ssc-equivalent-exams-start-nov-14-education-minister-2207561>
23. Steyn, H.S.; Walt, J.L. (2008). The validation of language tests. Stellenbosch Papers in Linguistics, 38 (191-204). Doi: 10.5774/38-0-29.

**Appendix 1**

Empirical/Statistical Validity: Dhaka Education Board

	Board test (x)	Standardized Test (y)	xy	x <sup>2</sup>	y <sup>2</sup>
st_1	105	112	11760	11025	12544
st_2	122	155	18910	14884	24025
st_3	156	161	25116	24336	25921
st_4	165	144	23760	27225	20736
st_5	109	101	11009	11881	10201
st_6	132	103	13596	17424	10609
st_7	122	129	15738	14884	16641
st_8	96	117	11232	9216	13689
st_9	152	133	20216	23104	17689
st_10	125	151	18875	15625	22801
n=10	1284	1306	170212	169604	174856
<b>Correlation <math>r_{xy} =</math></b> $\frac{(n)(\sum xy) - (\sum x)(\sum y)}{\sqrt{[(n)(\sum x^2) - (\sum x)^2][ (n)(\sum y^2) - (\sum y)^2]}}$			0.559126714		

**Appendix 2**

Empirical/Statistical Validity: Rajshahi Education Board

	Board test (x)	Standardized Test (y)	xy	x <sup>2</sup>	y <sup>2</sup>
st_1	112	121	13552	12544	14641
st_2	133	139	18487	17689	19321
st_3	143	121	17303	20449	14641
st_4	122	143	17446	14884	20449
st_5	152	156	23712	23104	24336
st_6	133	111	14763	17689	12321
st_7	97	109	10573	9409	11881
st_8	132	137	18084	17424	18769
st_9	162	166	26892	26244	27556
st_10	127	137	17399	16129	18769
n=10	1313	1340	178211	175565	182684
<b>Correlation <math>r_{xy} =</math></b> $\frac{(n)(\sum xy) - (\sum x)(\sum y)}{\sqrt{[(n)(\sum x^2) - (\sum x)^2][ (n)(\sum y^2) - (\sum y)^2]}}$			0.721239565		

### Appendix 3

#### Empirical/Statistical Validity: Barisal Education Board

	Board test (x)	Standardized Test (y)	xy	x <sup>2</sup>	y <sup>2</sup>
st_1	172	141	24252	29584	19881
st_2	124	155	19220	15376	24025
st_3	147	161	23667	21609	25921
st_4	165	144	23760	27225	20736
st_5	108	119	12852	11664	14161
st_6	132	103	13596	17424	10609
st_7	122	129	15738	14884	16641
st_8	110	117	12870	12100	13689
st_9	152	155	23560	23104	24025
st_10	112	140	15680	12544	19600
n=10	1344	1364	185195	185514	189288
	<b>Correlation <math>r_{xy} =</math></b> $\frac{(n)(\sum xy) - (\sum x)(\sum y)}{\sqrt{[(n)(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$				
			0.471235024		

### Appendix 4

#### Empirical/Statistical Validity: Chattogram Education Board

	Board test (x)	Standardized Test (y)	xy	x <sup>2</sup>	y <sup>2</sup>
st_1	146	132	19272	21316	17424
st_2	166	146	24236	27556	21316
st_3	129	145	18705	16641	21025
st_4	111	122	13542	12321	14884
st_5	117	97	11349	13689	9409
st_6	137	155	21235	18769	24025
st_7	130	133	17290	16900	17689
st_8	128	160	20480	16384	25600
st_9	167	152	25384	27889	23104
st_10	143	160	22880	20449	25600
n=10	1374	1402	194373	191914	200076
	<b>Correlation <math>r_{xy} =</math></b> $\frac{(n)(\sum xy) - (\sum x)(\sum y)}{\sqrt{[(n)(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$				
			0.524297451		

### Appendix 5

#### Empirical/Statistical Validity: Comilla Education Board

	Board test (x)	Standardized Test (y)	xy	x <sup>2</sup>	y <sup>2</sup>
st_1	151	140	21140	22801	19600
st_2	127	144	18288	16129	20736
st_3	141	131	18471	19881	17161
st_4	111	142	15762	12321	20164
st_5	144	114	16416	20736	12996
st_6	141	173	24393	19881	29929
st_7	159	165	26235	25281	27225
st_8	140	131	18340	19600	17161
st_9	170	161	27370	28900	25921
st_10	82	103	8446	6724	10609
n=10	1366	1404	194861	192254	201502
	<b>Correlation <math>r_{xy} =</math></b> $\frac{(n)(\sum xy) - (\sum x)(\sum y)}{\sqrt{[(n)(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$				
			0.617568186		

### Appendix 6

#### Empirical/Statistical Validity: Dinajpur Education Board

	Board test (x)	Standardized Test (y)	<u>xy</u>	x <sup>2</sup>	y <sup>2</sup>
st_1	116	136	15776	13456	18496
st_2	171	155	26505	29241	24025
st_3	121	144	17424	14641	20736
st_4	111	109	12099	12321	11881
st_5	130	137	17810	16900	18769
st_6	177	154	27258	31329	23716
st_7	130	140	18200	16900	19600
st_8	123	137	16851	15129	18769
st_9	153	144	22032	23409	20736
st_10	122	100	12200	14884	10000
n=10	1354	1356	186155	188210	186728
	<b>Correlation <math>r_{xy} =</math></b> $\frac{(n)(\sum xy) - (\sum x)(\sum y)}{\sqrt{[(n)(\sum x^2) - (\sum x)^2][(n)(\sum y^2) - (\sum y)^2]}}$		0.684048106		

### Appendix 7

#### Empirical/Statistical Validity: Jessore Education Board

	Board test (x)	Standardized Test (y)	<u>xy</u>	x <sup>2</sup>	y <sup>2</sup>
st_1	170	160	27200	28900	25600
st_2	133	153	20349	17689	23409
st_3	116	98	11368	13456	9604
st_4	126	106	13356	15876	11236
st_5	139	148	20572	19321	21904
st_6	109	119	12971	11881	14161
st_7	102	111	11322	10404	12321
st_8	143	127	18161	20449	16129
st_9	167	142	23714	27889	20164
st_10	120	140	16800	14400	19600
n=10	1325	1304	175813	180265	174128
	<b>Correlation <math>r_{xy} =</math></b> $\frac{(n)(\sum xy) - (\sum x)(\sum y)}{\sqrt{[(n)(\sum x^2) - (\sum x)^2][(n)(\sum y^2) - (\sum y)^2]}}$		0.691890823		

### Appendix 8

#### Empirical/Statistical Validity: Sylhet Education Board

	Board test (x)	Standardized Test (y)	<u>xy</u>	x <sup>2</sup>	y <sup>2</sup>
st_1	99	104	10296	9801	10816
st_2	135	160	21600	18225	25600
st_3	157	137	21509	24649	18769
st_4	172	140	24080	29584	19600
st_5	136	140	19040	18496	19600
st_6	154	117	18018	23716	13689
st_7	156	160	24960	24336	25600
st_8	130	144	18720	16900	20736
st_9	152	150	22800	23104	22500
st_10	128	139	17792	16384	19321
n=10	1419	1391	198815	205195	196231
	<b>Correlation <math>r_{xy} =</math></b> $\frac{(n)(\sum xy) - (\sum x)(\sum y)}{\sqrt{[(n)(\sum x^2) - (\sum x)^2][(n)(\sum y^2) - (\sum y)^2]}}$		0.441331532		

**Appendix 9A**

**Standardized Question (SSC)  
English (Compulsory):1<sup>st</sup> Paper  
Time: 3 hours  
Total Marks: 100**

**[N.B. Answer all the questions. The figures in the right margin indicate full marks.]**

**Read the passage. Then answer the question No. 1 and 2.**

Humans can neither change the sun’s radiation nor the earth’s orbit around the sun. But they can control the increase in the amount of greenhouse gases and its effect on the atmosphere. Only during the last hundred years the carbon dioxide concentration has been raised alarmingly in the atmosphere and we humans can be held responsible for this.

The main cause of the increase in carbon dioxide level in the atmosphere is the burning of fossil fuels. Since the end of the 19<sup>th</sup> century, industrial activities increased rapidly giving rise to many factories. These factories required energy, which was produced through the combustion of coal. Besides coal, other sources of energy such as mineral oil and natural gas were also burned to heat our houses, run cars and airplanes or to produce electricity. Nowadays, about 85 million barrels of crude oil are burned daily. Every time a fossil raw material is burned, it releases carbon dioxide into the air.

Therefore, it is clear that more and more greenhouse gases like carbon dioxide are being generated worldwide by humans. Moreover, we are also strengthening the greenhouse effect by deforestation, which means cutting down trees. Every year enormous areas of forests are destroyed by people to obtain wood and to clear regions for mining and to create pasture. This loss of the forest causes dual problems. Trees that are burned up release large volumes of carbon dioxide gas into the air. On the other hand, as forests absorb a lot of carbon dioxide from the air and deliver oxygen instead, we also destroy an important storehouse of carbon dioxide when we clear forests.

<b>1.</b>	<b>Choose the correct answer from the following alternatives.</b>		<b>7</b>
<b>a)</b>	Which of the following indicates ‘concentration has been raised alarmingly’?		
	i. Oxygen	iii. Atmosphere	
	ii. Radiation	iv. Carbon dioxide	
<b>b)</b>	Trees that are burned up release large volumes of -----		
	i) Oxygen gas	iii) Normal gas	
	ii) Carbon dioxide gas	iv) Smoke	
<b>C)</b>	What does the expression “We humans can be held responsible for this” in line 4 mean?		
	i. We have the responsibility to protect the atmosphere.	iii. We are exhaling carbon dioxide into the atmosphere.	
	ii. As the best creation, human beings are bound to save the earth.	iv. We are increasing the carbon dioxide in the atmosphere through our unwise and destructive activities.	
<b>d)</b>	Which of the following describes deforestation best?		

	i. Productive ii. Creative	iii. Conducive iv. Destructive	
e)	Where is the earth's orbit?		
	i. In the sun ii. In the earth	iii. Around the sun iv. Under the sun	
f)	Deforestation means-		
	i. Planting trees ii. Trimming trees	iii. Cutting down of trees iv. None of these	
g)	Combustion means-		
	i. The process of burning ii. The process of planting	iii. The process of using iv. None of these	

2.	<b>Answer the following questions.</b>	<b>10</b>
	<ul style="list-style-type: none"> <li>a) What are the sources of energy?</li> <li>b) How can we stop the emission of greenhouse gases?</li> <li>c) How do the factories produce energy?</li> <li>d) What is crude oil?</li> <li>e) What do you think we should do to keep the atmosphere normal for our living?</li> </ul>	

**3. Read the following text and fill in each gap with a suitable word based on the information of the text. 5**

Known as the Land of Everest, Nepal is one of the most charming countries in Asia. The kingdom of Nepal is a small land of sublime beauty. It has some of the world's best and very important temples. It is a country that is rich in scenic beauty and cultural heritage.

Nepal lies between India and the Tibetan part of China. This small country has an area of 147,181 square kilometres.

Nepal is home to nearly 29,000,000 people. The population is primarily rural. Kathmandu, the capital city, has less than one million inhabitants. Nepal's demographic features are complicated not only by dozens of ethnic groups, but by different casts. In total, there are 103 casts and ethnic groups living in this small country. The two largest of such groups are known as Chetri and Bahun. Others include Magar, Tharu, and Tamang, Newar, Muslim and Damai. About 48 percent of the people speak Nepal. Among other languages spoken are Maithali, Bhojpuri, Tharu and Tamang.

**Question**

Nepal is known to all as the country of the (a) .....peak of the world. It is situated in Asia. It is a country of (b)..... beauty. It is also (c) .....in cultural treasures. It is a small country lying between India and (d)..... In total 103 castes and ethnic groups live in Nepal. The (e).....ethnic groups living in Nepal are Chetri and Bahun.

**4. Read the following passage and complete the table below with information from the passage. 5**

Stephen Hawking is considered the greatest physicist after Einstein. He was born in England in 1942. He was very skilled in mathematics from an early age. He wrote the book “A Brief History of Time: From the Big Bang to the present Times” in 1988. In this book he explains cosmology for the general public. It became famous and established his reputation as a great scientist. He received his PhD in cosmology from Cambridge University in 1968. But fortune did not favour him. In 1972, he became a victim of Gehrig’s disease. Since then, he had been confined to a wheelchair with no power to control his body. But he continued teaching through the help of computer. In 1974, he won the prestigious Albert Einstein Award for theoretical physics. In 1979, he joined Cambridge University as Lucasian professor of Mathematics. He was carrying out his research work using his computer. This great scientist breathed his last on 14 March, 2018.

Name of Events	Year/Time	Place	Achievement
Born	i)-----		
ii)-----	in 1988		
Became Lucasian professor of Mathematics			
Received PhD	iv)-----	iii)-----	
	In 1974		v)-----

**5. Write a summary of the above passage in your own words. 10**

**6. Match the parts of sentences given in column ‘A’, ‘B’ and ‘C’ to write five complete sentences. 5**

Column A	Column B	Column C
a) Facebook is an Internet	i) Internet connection may	i) gain access to Facebook
b) Nowadays Facebook has become	ii) using Facebook	ii) among people living everywhere
c) It contributes much	iii) based social network	iii) to facilitate the official works
d) People are also	iv) to maintain social and friendly relationship	iv) connecting people worldwide
e) Everybody having	v) an important part	v) of our daily life

**7. Put the following parts of the story in correct order to make the whole story. Only the corresponding numbers of the sentences need to be written. 8**

- a) Lalon lost one of his eyes for the smallpox disease.
- b) He came in touch with philosopher and singer of cheuriya, Kushtia, Siraj Shah who recovered him and had later great influence upon his baul philosophy.
- c) His companions had to abandon him being thought as dead.
- d) Once Lalon was going out to pilgrimage at his young age but he contacted smallpox on the way.
- e) Fakir Lalon Shah was born in 1774 at Horishpur Horinakundo Jhenaidah; variantly into a Kayastha family of the village Bhadra in Kumarkhali of Kushtia district.
- f) Later without any institutional education, he established a new variety of Baul tradition denouncing the caste distinction.
- g) Lalon returned to his house, but was denounced by his wife and the relatives since he had been under the shelter and association of the Muslims.
- h) Then Malam Shah and his Matijan rescued dying Lalon from the bank of Ganges.

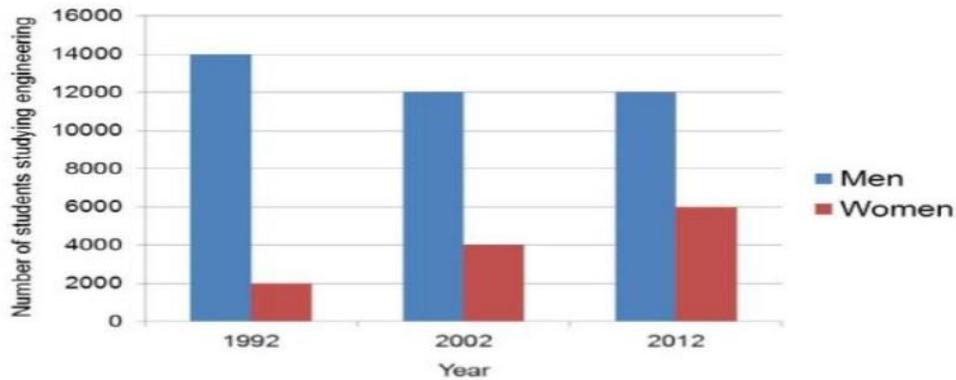
**8. Write a paragraph about ‘A Great Day with a Friend’ by answering the following questions. 10**

- (a) What do you mean by ‘a great day’? (b) What is your great day? (c) Who is your best friend? (d) How did you enjoy the great day with your best friend? (e) Do you think that it is a memorable experience?

**9. Read the beginning of a story. Write ten 10 new sentences to complete the story. Give a suitable to it. 10**

A farmer had four sons. They always quarrelled. This made the farmer unhappy. The neighbours also disturbed every now and then for.....

- 10 The bar chart below shows the number of men and women studying engineering at different universities of Bangladesh. Summarize the information in the chart by selecting and reporting the main features. Make comparisons where relevant. 10



11. Suppose, you are Jakir and your younger brother is Shohel. Now, write a letter to your younger brother advising him to be punctual. 10
12. Bangladesh has qualified for the T20 World Cup 2022. Now, write a dialogue between you and your friend Tawfiq about the upcoming T20 World Cup. 10

### Appendix 9B

#### Standardized Question (SSC) English (Compulsory): 2<sup>nd</sup> Paper

Time: 3 hours

Total Marks: 100

#### Part A: Grammar (60 marks)

[N.B. Answer all the questions. The figures in the right margin indicate full marks.]

1. Fill in the blanks with the words from the box. You may need to change the forms of some of the words. You may need to use one word more than once. 5

most	our	ase	ile		k	h	always
------	-----	-----	-----	--	---	---	--------

The world is like (a)\_\_\_ glass. If you smile, it (b)\_\_\_, if you frown, it frowns back. If you look at it through a (c)\_\_\_ glass all seem red, if through (d)\_\_\_ smoked one, all dull and dirty. (e)\_\_\_ try then to look at (f)\_\_\_ bright side of things. (g)\_\_\_ everything in the world has a bright side. Greet everyone (h)\_\_\_ a bright smile, kind words and a (i)\_\_\_ welcome. It is not enough (j)\_\_\_ love those who are near and dear to us.

2. Fill in the blanks with suitable words. 5

Self control is at the (a)\_\_\_ of all virtues. Let a man give rein to his impulses (b)\_\_\_ and from that moment he yields up his (c)\_\_\_ freedom. He (d)\_\_\_ carried along the current of life, and (e)\_\_\_ the slave of his strongest (f)\_\_\_ for the time (g)\_\_\_. To be morally free, to be more (h)\_\_\_ an animal man must be (i)\_\_\_ to resist instinctive impulse and this can only be done by the (j)\_\_\_ of self control.

**3. Make five sentences using part of sentences from each column of the table below.**

**5**

Travelling	is	education value as well
It	used	the name of aeroplane in this regard
	can mention	
	has	
People	use	always fascinating
We		faster transportation systems
		to travel from prehistoric time

**4. Complete the following text with right forms of the verbs given in the box.**

**5**

A proverb (a)\_\_\_ that water (b)\_\_\_ life. Actually the importance of water cannot be (c)\_\_\_ in words. The existence of any living thing (d)\_\_\_ without water. It (e)\_\_\_ for various purposes. Our agriculture which (f)\_\_\_ to be blood of our economy fully (g)\_\_\_ on water. Sometimes water (h)\_\_\_ untold sufferings for our farmers. If the rainfall (i)\_\_\_ timely and moderate, they (j)\_\_\_ bumper crops.

**5. Change the narrative style of the following text.**

**5**

The girl said to the teacher, “Sir, I shall be grateful if you kindly lend me the book you praised highly in the classroom yesterday.” The teacher said, “I have become really happy to know that you are eager to read this book. You are welcome to any of my book that you like.” “Thank you, sir,” said the girl. “You are welcome”, said the teacher.

**6. Change the sentences according to directions.**

**10**

- (a) People in general are found of glittering things. (Complex)
- (b) They are the lovers of surface. (Interrogative)
- (c) They are concerned at the outer show of things and beings. (Active)
- (d) They do not bother about intrinsic value. (Affirmative)
- (e) Gold is one of the precious metals. (Positive)
- (f) But there are some other metals looking like gold. (Compound)
- (g) They fade soon and lose their beauty. (Simple)
- (h) Similarly there are some people acting like the wise. (Complex)
- (i) As soon as their real identity gets revealed, people leave them. (Negative)
- (j) We are very foolish believing them. (Exclamatory)

**7. Complete the sentences.**

**5**

- (a) Had I the wings of a bird, \_\_\_.
- (b) If he had been seen by me, I \_\_\_.
- (c) It is high time we \_\_\_.
- (d) No sooner had we reached the school \_\_\_.
- (e) The more we read \_\_\_.

**8. Complete the text adding suffixes, prefixes or the both with the root words given in the parenthesis. 5**

It is a bad habit to put off the lesson for tomorrow. Good students never do this. It is (a)\_\_(neglect)\_\_ of one's duty. If you are not (b)\_\_(dutiful)\_\_, you will never do it. If you are undutiful, you will do it. (c)\_\_(undutiful)\_\_ is a very bad practice that brings about (d)\_\_(adverse)\_\_ in life. To become (e)\_\_(success)\_\_ in life, you must be dutiful. It is also a kind of (f)\_\_(deceive)\_\_ that one does not prepare the lessons (g)\_\_(day)\_\_ . it is also a part of (h)\_\_(lazy)\_\_ because the lazy students are found (i)\_\_(regular)\_\_ in preparing their lessons and other topics in (j)\_\_(accord)\_\_ with their routine.

**9. Make tag questions of these statements. 5**

- (a) Money is a must for our life, \_\_?
- (b) One can do almost nothing without it, \_\_?
- (c) But money can hardly bring happiness, \_\_?
- (d) What you need most to be happy is contentment, \_\_?
- (e) That's why, few people lead a happy life, \_\_?

**10. Complete the passage using suitable connectors. 5**

It is often said that our large population is our number one problem. (a)\_\_\_ it is not true. (b)\_\_\_, large population can be turned into a unique manpower in a country. (c)\_\_\_, china can be cited. (d)\_\_\_ her population is more than 120 million, she is progressing day by day. (e)\_\_\_, we are lagging behind.

**11. Use capitals and punctuation marks where necessary in the following text. 5**

Will you come to my house tomorrow i asked the boy we can discuss the terms and conditions then i said i shall be happy to meet you at your house thank you so much he replied

**Part B: Composition (40 Marks)**

- 12. Suppose, you are Rasel/Rina and you have completed MA in English Literature. Now, write a CV/Resume with a cover letter for the post of a junior officer in AB Bank. Your CV should not exceed one page. 8**
- 13. Imagine, you are Radifa/Rajon. There is no Language Club in your school. Now, write an application to the Headmaster of your school for opening a language club. 10**
- 14. Write a paragraph in 250 words on 'A Smartphone'. 10**
- 15. Book is the powerhouse of knowledge. Almost all educated people read books. Now, write a short composition on 'The Benefits of Reading Books'. 12**

**Note:** The Standardized question (both paper I and II) is made following Nobodoot (Gyangriha Prokashoni: Dhaka)

## Appendix 10A

### Dhaka Board-2019

Sub Code 

1	0	7
---	---	---

Time : 3 hours

English (Compulsory): 1st Paper

Total Marks : 100

[N.B.— Answer all the questions. The figures in the right margin indicate full marks.]

#### Read the passage. Then answer the questions No. 1 and 2.

The Maldives is famous as a tourist destination because of its enjoyable weather, heavenly beaches and lagoons, luxurious holiday resorts and the peace-loving people. Being an island country, it enjoys a pleasant weather throughout the year. The Maldives has been ranked as the best country brand for beach, rest and relaxation in 2018. In the same year, it was also ranked second as the best country brand for natural beauty.

The Maldives is well known for being the lowest country in the world. Unfortunately, this small country with idyllic natural beauty is under the threat from rising sea levels due to global warming. Most of the country is just 1.5 metres above sea level with a highest point of 2.3 metres! Many predictions have been made with respect to Maldives being swept away by the rising water level in the Indian Ocean. It was even seen during the tsunami of 2004, that many of the island's dry parts were flooded by waters shrinking the island. The government of the Maldives has begun to purchase land from nearby countries in case the islands go under water!

In order to highlight the threats of global warming to its low lying islands, the government of Maldives held a cabinet meeting underwater in 2009. That was the first ever cabinet meeting in the world that took place underwater. The meeting took place about 5 metres underwater, in a blue-green lagoon on a small island. While underwater, the cabinet signed a document calling on all nations to cut their carbon emissions.

#### 1. Choose the correct answer from the following alternatives:

1×7=7

- (a) The tourists have a great — for visiting the Maldives.  
 (i) devotion (ii) attraction  
 (iii) destination (iv) attention
- (b) Which of the following words best describes the weather of the Maldives?  
 (i) unpleasant (ii) tropical (iii) warm (iv) enjoyable
- (c) The Maldives is well recognized around the world for its —.  
 (i) smallness as a country (ii) multi racial culture  
 (iii) lowest land (iv) threat of global warming
- (d) During the tsunami of 2004, many parts of the country were —.  
 (i) submerged (ii) dried  
 (iii) uprooted (iv) croded
- (e) The word 'idyllic' in the phrase 'idyllic natural beauty' means —.  
 (i) ideal (ii) very beautiful  
 (iii) very peaceful (iv) idol shaped
- (f) Global warming is a — to the Maldives.  
 (i) threat (ii) victim  
 (iii) dangerous (iv) warning
- (g) The Maldives is faced with the threat of —.  
 (i) tsunami over and over again (ii) serious water pollution  
 (iii) disappearing from the map (iv) extinction of its aquatic animals

#### 2. Answer the following questions.

2×5=10

- (a) Why is the Maldives a remarkable tourist spot?  
 (b) Why is 2008 a significant year for the Maldives?  
 (c) What may happen to the Maldives owing to global warming?  
 (d) What happened to Maldives during the tsunami of 2004?  
 (e) Do you support the idea of having a cabinet meeting underwater? What could be the reason for holding such a strange meeting?

#### 3. Read the following text and fill in the each gap with a suitable word based on the information of the text. 1×5=5

The pioneer of Bangladeshi modern art Zainul Abedin is widely acclaimed for his Bengal 'Famine Sketches'. Through a series of sketches, Zainul not only documented the harsh famine of 1940 but also showed its sinister face through the skeletal figures of the people destined to die of starvation in a man-made plight. Zainul developed a knack for drawing and painting when he was a high school student. After completing high school,

he got admission to the Government School of Art, Kolkata. He graduated with the first position in first class in 1938. He was appointed teacher of the Art School while he was still a student there. He also attended the Slade School of Arts, London in 1951-52. Zainul Abedin is considered the founding father of Bangladeshi art. He was an artist of outstanding talent and earned international reputation. For his artistic and visionary qualities, he is referred to as Shilpecharya meaning 'great teacher' of art in Bangladesh.

He designed the pages of constitution of Bangladesh. He founded the Folk Art Museum at Sonargaon and also Zainul Abedin Shangrahashafa a, gallery of his own works in Mymensingh in 1975.

Zainul Abedin had (a) — potentiality to become an artist. He is the pioneer of Bangladeshi art. He loved nature and art from his (b) —. He showed his artistic and visionary qualities in his student life. Graduating (c) — credit, he served as a teacher for many years. He showed his talent in different sketches. Of his different sketches, (d) — sketches were acclaimed both nationally and internationally. He is also famous for designing the pages of constitution and (e) — the Folk Art Museum.

**Read the passage on rescue of Thai footballer and answer questions No. 4 and 5.**

On 23 June 2018, twelve Thai young footballers along with their coach missed in a cave network in Chiang Rai province in Thailand. From the next day national and international community became worried for them. Their age were between 11 to 16 and their coach was 25. The football team had been on an exploration to the cave network following a game. The group became stranded after monsoon rain caused the cave system to flood. The cave system named Tham Luang is 10 kilometres long. It is a snaking route which has a number of chambers already submerged in water. It took 6 hours to get where footballers were and five hours to come back to cave entrance. Thai rescuers began their expedition to find out them after the missing. International rescue team also joined them. On July 3 the footballers were discovered alive by a British diver. Spending nine days in darkness they were suffering from hunger. A Thai rescuer died while he was supplying them food and other necessities. Getting weather forecast the rescue team planned to rescue them immediately. Navy divers had to lead the boys along the under way path from the cave. On July 8, four boys were rescued. Finally all 13 were rescued in next three days.

**4. Complete the table below with information from the above passage: 1×5=5**

Missing of young Thai Footballers			
Aim	Rescue the team alive		
Who	Activities	When	Where/Place
12 Thai Footballers	missed	June 23, 2018	(i) —
International community	(ii) —	June 24, 2018	Tham Luang Cave, Chiang Rai, Thailand.
A British diver	(iii) —	July 3, 2018	Tham Luang Cave, Chiang Rai, Thailand.
A Thai Rescuer	died	(iv) —	Tham Luang Cave, Thailand
(v) —	were rescued	next three days	Chiang Rai, Thailand

**5. Write a summary of the above passage in your own words. 10**

**6. Match the parts of the sentences in column A, B and C to write five complete sentences: 1×5=5**

Column A	Column B	Column C
(a) Donation of blood	(i) sound health can donate blood	(i) we donate blood, we invite no harm to us.
(b) In our society, some of us nourish	(ii) enough to save	(ii) after every 3 months without any side effect.
(c) As per medical science every man in	(iii) a crystal clear idea that if	(iii) be a very noble deed.
(d) We should have	(iv) a misconception about blood donation which conveys	(iv) the life of a dying person.
(e) Sometimes, a bag of our blood is	(v) is universally acknowledged to	(v) a negative message for the others.

7. Put the following parts of the story in correct order to make the whole story. Only the corresponding numbers of the sentences need to be written: 1×8=8
- (a) Shamim got a lease of land in his village.
  - (b) Shamim's lot has changed radically.
  - (c) Poverty forced him to look for work.
  - (d) He has also been raising hybrid cows for milk as well as to produce manure.
  - (e) Shamim was an unemployed youth of an impoverished family.
  - (f) Then he joined the training programme of youth development and received training in vegetable cultivation.
  - (g) He is now very happy to be a self-sufficient man.
  - (h) He applied his new and improved knowledge for cultivating vegetables.
8. Answer the following questions to write a paragraph on 'Water Pollution'. 10
- (a) What is water pollution?
  - (b) Why is water called life?
  - (c) How is water polluted?
  - (d) What are the effects of water pollution?
  - (e) What measures should we take to prevent water pollution?
9. Read the beginning of a story. Add at least ten new sentences to complete the story. Give a suitable title to it. 10
- Once upon a time, the house of a rich man was infested with rats. They were living there with great happiness without any fear. They were having a great fun and boldly moved in the house. But the inmates of the house were having a great trouble. One day they brought a cat .....
10. Look at the chart below. It is about the importance and uses of English. Now describe the chart in 150 words. You should highlight and summarize the information given in the chart: 10
- | Using English as a first language | Using English as a second language | Usage of English in various organizations worldwide | Information in world's computer |
|-----------------------------------|------------------------------------|---|---------------------------------|
| 58%                               | 50%                                | 33%   | 80%                             |
11. Suppose, you are Sohan/Sohana of 9, Mymensingh Road, Dhaka-1000. Recently you have enjoyed a picnic. Your friend Nahid/Nahida of 71/C, Broad Lane, Khulna wants to know about the picnic. 10
- Now, write a letter to your friend telling him/her how you have enjoyed the picnic.**
12. Suppose, you are Farhan/Farhana. Your younger brother/sister, Shafi/Shafia does not like physical exercise. So he/she often becomes weak and does not get energy to work. 10
- Now, write a dialogue between you and your brother/sister about the importance of physical exercise.**

## Appendix 10B

### Dhaka Board -2019

[English (Compulsory) 2nd Paper]

#### Part A : Grammar (60 marks)

1. Fill in the blanks with the words from the box. You may need to change the forms of the words. You may need to use one word more than once. 0.5×10=5

indiscriminate	for	an	sustain	anticipate	disaster	the	to	erosion	imperative
----------------	-----	----	---------	------------	----------	-----	----	---------	------------

It is (a) — that the new century is now facing various challenges specially environmental (b) —. Feeding the ever growing population is (c) — first and foremost challenge for Bangladesh. It is very difficult to (d) — the current level of agricultural production. Because our agricultural land is being reduced due (e) — human habitat, industrialisation, river (f) — etc. Besides, we are losing our forests gradually. Trees are being cut down (g) — resulting in (h) — increase of pollution. So, it is (i) — to check the reckless alarming condition (f) — our own existence.

2. Fill in the blanks with suitable words. 0.5×10=5

Once a farmer had great desire (a) — land. One day (b) — to the landlord, he wanted some land (c) — he might live in comfort. The landlord was very wise. So he told him to have as much land as he could cover by running (d) — sun-set. The farmer became very pleased (e) — that. Next morning he started running as (f) — as he could to cover more area. He ran till evening and the sun was (g) — to set. he ran with his last strength but became very tired and fell (h) — dead. He was (i) — there. Then the wiseman remarked a man needs just as much land as will be enough (j) — his grave.

3. Make five sentences using parts of sentences from each column of the table below. 1×5=5

Character	is	a man without character.
It	hates	as the crown of life.
It also		psychological or ethical nature.
Character of a person	means	the combination of some good qualities.
Everybody	is regarded	mental or moral qualities of a person.

4. Complete the following text with right form of verbs given in the box. You can use one verb more than once. .5×10=5

think	die	be	defend	honour	inspire	sacrifice	remember
-------	-----	----	--------	--------	---------	-----------	----------

Patriotism is a noble virtue. It (a) — a man to shed the last drop of blood to (b) — the freedom of his country. A man without patriotism (c) — not better than a beast. A true patriot (d) — by all. He always (e) — for the welfare of his country. On the other hand, the unpatriotic men (f) — only for their won interest. Those who (h) — for the country are true patriots. They (h) — even after their death. That is why, the freedom fighters who (i) — their lives in 1971 are remembered and (j) — forever.

5. Change the narrative style of the following text. 5

"What is the time by your watch?" said an old man. I said, "It is half past nine". He said, "I want to go to your house. Will you accompany me, please?" "No, I am sorry because I am going to school," said I.

6. Change the sentences according to directions. 1×10=10

- (a) Man is the best creation of God. (Comparative)
- (b) Isn't it our responsibility to do good deeds? (Assertive)
- (c) Our life is not measured by months or years. (Active)
- (d) Honest people lead a happy life. (Complex)

- (e) It matters little if a man lives many years or not. (Interrogative)
- (f) Nobody is absolutely happy on the earth. (Affirmative)
- (g) So, we should not waste time in vain. (Passive)
- (h) If we use time properly, we can be benefited. (Simple)
- (i) All men must die. (Negative)
- (j) Though we take utmost care, we cannot avoid death. (Compound)

**7. Complete the sentences.** 1×5=5

- (a) Where there is a will, —.
- (b) If a man does not work hard, —.
- (c) As the people of Bangladesh are hard working, —.
- (d) — but now she has made it remarkable development in her G.D.P.
- (e) So, it is our bounden duty to —.

**8. Complete the text adding suffixes, prefixes or the both with the root words given in the parentheses.**

0.5×10=5

A good student is always (a) — (mind) to his studies. He is (b) — (respect) to his (c) — (teach) and superiors. He never (d) — (honour) anybody. He is free from (e) — (behaviour) and never rude to his classmates. As he is (f) — (study), he never wastes his time in vain. He is also sincere and listens to his teachers (g) — (attentive) so that he can be (h) — (success) in life. His punctuality and (i) — (determine) help him to (j) — (take) and solve any difficult work or job.

**9. Make tag questions of the following statements.** 1×5=5

- (a) I am an SSC examinee, —?
- (b) My expectation is getting A+, —?
- (c) Some of my classmates became addicted to using mobile phones, —?
- (d) They could not pass the test exam, —?
- (e) Everybody hates them for this reason, —?

**10. Complete the passage using suitable connectors.** 1×5=5

A school magazine is a magazine (a) — is published by the school authority annually. It contains poems, articles, essays and jokes. The publication of it is not an easy task (b) — it needs time, energy and money. (c) —, a magazine committee is formed from the teachers and the students. The editor (d) — is selected or elected by the committee members invites writings. (e) — good writings are selected for printing.

**11. Use capitals and punctuation marks where necessary in the following text.** 5

have you heard the name of alexander asked mr ahmed no sir razu replied how strange it is said he will you tell me about alexander please well he was the great king of macedonia

**Part B: Composition (40 marks)**

**12. Suppose, a Computer Programmer will be appointed in the National ICT Research Centre, Dhaka. You are very interested for the post. Now, write a CV with a cover letter for the same.** 8

**13. Imagine, you are Tanim/Tanima, an inhabitant of the village Palpara of Sujatpur Union under Rupganj Upazila of Bhola district. Now, write an application to the Deputy Commissioner asking for relief goods for the flood affected people of your village.** 10

**14. Write a paragraph on "Your Visit to a Book Fair".** 10

**15. Write a composition on "Your Aim in Life".** 12