



# General Certificate of Secondary Education

## Punjabi 3681

### *3681/S Speaking*

# Mark Scheme

## *2005 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

## SPEAKING TESTS - FOUNDATION AND HIGHER TIER

### PART ONE

#### 1 Principles of Marking

- 1.1 The Speaking Tests are marked in accordance with the Criteria for Assessment, given on subsequent pages of this booklet.
- 1.2 Part 2 of the mark scheme, given on subsequent pages of this booklet, gives written details of suggested marks for possible utterances made by candidates in the role-playing situations. This guidance obviously cannot cover all possibilities and should be used in conjunction with the Criteria for Assessment.
- 1.3 No allowance can be made for poor teacher conduct of the Tests. You can only assess what you hear.

#### 2 Mechanics of Marking

Please ensure that the grids on the Examiner's Detailed Mark Sheet are completed accurately. Please conform to the layout shown in the exemplar Mark Sheet given in this booklet. **Please note in particular that the Presentation & Discussion and the Conversation marks should be recorded in the order of:**

**Communication, Spontaneity & Fluency, Range & Complexity, and Pronunciation & Accuracy.**

##### Foundation Tier

Role-plays 1 - 6	$4 \times 2 = 8 \div 2 =$	4
Presentation & Discussion		12
Conversation		20
	Maximum Total	36

##### Higher Tier

Role-plays 7 - 12	$4 \times 4 = 16 \div 2 =$	8
Presentation & Discussion		12
Conversation		20
	Maximum Total	40

### 3 Role-playing Situations

- 3.1 You must mark role-plays in accordance with the criteria given in this booklet and with Part 2 of the mark scheme. You should also note the following information.
- 3.2 Material shown in brackets in the mark scheme may not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be assessed.**
- 3.3 You should not penalise the candidate for making exactly the same mistake either of vocabulary, structure or pronunciation twice in one role-play. (This may be shown as n.f.p. [no further penalty] in Part 2 of the mark scheme).
- 3.4 If the teacher supplies **key** vocabulary, whether requested or not by the candidate, award no marks for the response, or, if a split response is identified in the detailed mark scheme, for that part of the response.
- 3.5 You should award no marks where a teacher repeats a question after the candidate has given a **complete** and **incorrect** answer. However, if a candidate's response shows that he/she has moved to another utterance, the teacher should go back and try to elicit the omitted response.
- 3.6 In role-plays 7-12 it is possible that the candidate's answers will not be produced in the order anticipated. This is quite legitimate. **You should enter your marks on the Mark Sheet in the order in which the responses occur in the mark scheme.**

### 4 Presentation & Discussion and Conversation

- 4.1 You must mark the Presentation & Discussion and the Conversation in accordance with the criteria in this booklet. You should also note the following information.
- 4.2 The Presentation & Discussion is marked separately from the Conversation. You must assess, and award marks for, each of the four categories separately - **Communication, Spontaneity & Fluency, Range & Complexity, Pronunciation & Accuracy** - for the Presentation & Discussion and then again for the Conversation. N.B. In the Presentation & Discussion the mark for **Spontaneity & Fluency** is awarded on the basis of the Discussion element only.
- 4.3 If the Presentation or Discussion is missing, a maximum of 2 marks can be awarded for Communication.
- 4.4 You may need to listen to each candidate more than once, especially in the early stages of your marking to ensure that you are marking each category individually.
- 4.5 The mark for Spontaneity and Fluency is not limited by the Communication mark, **except when the Communication mark is 0**. In this case the mark for Spontaneity and Fluency will also be 0. This applies to both Foundation and Higher Tiers.

## 4.6

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2 marks	1 or 2
2	2 or 3 marks 3 marks <b>must</b> include <b>two</b> of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks <b>must</b> include <b>two</b> of Past/Present/Future  4 marks <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion	Max 5
4	4, 5, 6 marks 4 marks or more <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion Revert to 3 if 2 time frames only Revert to 2 if 1 time frame only	Max 6

If a mark is awarded for Communication this will inevitably lead to the award of marks for Range and Complexity and Pronunciation and Accuracy (eg 1 + 0 + 0 would not be possible).

To score 3 marks or more for Range and Complexity the candidate needs to show the ability to refer to any two of past, present and future events.

To score 4 marks or more for Range and Complexity the candidate needs to show the ability to refer to past, present and future events and to express an opinion. These would require an attempt at an appropriate verb form. One example of each is required in the Presentation & Discussion and one in the Conversation. “an attempt at an appropriate verb form” = a verb which is recognisable but may not be completely correct. Principal Examiners will give language-specific examples at Standardisation Meetings.

- 4.7 You should stop marking the Presentation & Discussion approximately 3 minutes after the start of that section. You should stop marking the Conversation approximately 6 minutes (Foundation) or 8 minutes (Higher) from the start of that section of the test.
- 4.8 If the candidate produces a Conversation which consists **largely** or **entirely** of material outside the scope of the prescribed Topics, you should treat the irrelevant material as if it were silence and mark accordingly for Communication. It is emphasised that this situation is **very rare**.
- 4.9 If the candidate speaks on only **one** Topic throughout the Conversation, you should find the appropriate band for Communication and then award up to a maximum of 2 marks. **N.B.** this affects the maximum marks available for Pronunciation & Accuracy and Range & Complexity. Given the breadth of the Topic areas and the links between them, this situation is **very rarely** encountered, if at all.

## 5 Exemplar Mark Sheet

See overleaf.

Exemplar Mark Sheet

**GCSE Modern Languages Speaking Tests**  
**Examiner's Detailed Mark Sheet**



Full/Short Course

\* delete as appropriate

Language \_\_\_\_\_

Centre No 

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Tape No \_\_\_\_\_

Cand No.	Candidate's Name	Tier	R-P No.	Conv Card.	Role Play Marks				T	T ÷ 2*	Presentation/Discussion					General Conversation				T	Total
											C	S/F	R/C P/A	RC+PA ÷ 3 Q*	C+SF + Q T	C	S/F	R/C	P/A		
0001	<i>Garden, Lilly</i>	<i>H</i>	12	C	1	3	3	2	9	5	3	0	3 2	2	5	2	2	2	2	8	18

Name.....(Examiner) (Please Print)

\* Round up or down to the nearest whole number (ie. 1/2 rounded up, 1/3 rounded down, 2/3 rounded up)

Sheet No	
Total sheets for this centre	

## CRITERIA FOR ASSESSMENT

### Role-Playing Situations

Foundation Role-Play – Communication	
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed even if not totally correct.
4 tasks x 2 = 8/2 = 4 marks	

Higher Role-Play – Communication and Quality of Language	
0	Required message not communicated.
1	Appropriate response, although inaccuracy or loss of part of the message may cause difficulty or ambiguity for comprehension. The task may not be fully accomplished, but some relevant information is communicated.
2	Appropriate and unambiguous response, although there may be minor errors or omission of a minor element of the message.
3	Appropriate and full response. Quality of language is such that minor errors would cause no difficulties of comprehension.
4	Appropriate and correct response. The task is accomplished fully and without significant error. *
4 tasks x 4 = 16/2 = 8 marks	

\*Without significant error” = grammatically correct (but may contain **one** minor error). If an answer contains more than one minor error a maximum of 3 marks may be awarded.

**PRESENTATION & DISCUSSION AND GENERAL CONVERSATION**

<b>Communication</b>	
0	Nothing relevant communicated or what is said consists of individual words making no coherent sense.
1	A little relevant information is communicated. The candidate responds to some questions but replies are very brief.
2	Some messages/responses communicated, with occasional development.
3	Most of the responses communicated and developed.
4	Candidate communicates and develops all that is required with only very occasional omissions.

<b>Spontaneity and Fluency</b>	
0	Very hesitant and disjointed.
1	Sometimes hesitant; little natural flow of language.
2	Ready responses; some evidence of an ability to sustain a conversation; little, if any, initiative.
3	Answers without hesitation and extends responses beyond minimal requirements with some flow of language; may sometimes take the initiative.
4	Responds readily and shows some initiative; conversation sustained at a reasonable speed; language expressed fluently.

<b>Quality of Language</b>		
<b>Range &amp; Complexity</b>	<b>Marks</b>	<b>Pronunciation &amp; Accuracy</b>
Occasional words which make little coherent sense.	0	The language used makes comprehension almost impossible.
Simple vocabulary in lists, phrases or short sentences which sometimes communicate.	1	Frequency and type of errors in pronunciation and structure often make comprehension difficult.
Responses dependent on structures and vocabulary from stimulus but limited in breadth and variety. Some responses in simple complete sentences.	2	Pronunciation generally recognisable but with quite frequent error. Messages usually communicated but errors quite frequent.
Responses generally in simple sentences with limited vocabulary and sentence structure. There may be the occasional complex sentence. There is some evidence of a few messages going beyond a direct response to the stimulus.	3	Errors are frequent in pronunciation and structures but do not usually provide a barrier to communication. There is evidence of accurate use of basic structures in simple sentences.
Some complex sentences with a wider range of vocabulary successfully attempted. Responses go beyond the basic requirements of the stimulus, using appropriate reference to past, present and future events.	4	Errors of structure and / or pronunciation cause only occasional problems with communication. Some more complex sentences are accurately produced. Time frames are used as appropriate but not always well formed.
Wide range of vocabulary and structure used appropriately in complex responses, many of which show considerable independence of the stimulus.	5	Structures and pronunciation generally accurate causing only very occasional problems with communication. There is accurate use of a variety of tenses.
Wide ranging vocabulary and structures appropriately used in complex and extended answers.	6	Only very minor errors in structure and pronunciation. Good accent and intonation. All messages fully communicated in accurate target language using a variety of tenses.

The marks for Presentation & Discussion and Conversation at both Foundation and Higher will be allocated and scaled as follows.

<b>Presentation &amp; Discussion</b>	<b>Marks</b>
Communication (in Presentation & Discussion)	4
Spontaneity and Fluency (in Discussion <b>only</b> )	4
<i>Quality of Language</i> Range and Complexity Pronunciation and Accuracy <span style="float: right;">6 marks Mark/12 divided by 3</span>	4
<b>TOTAL</b>	<b>12</b>

<b>General Conversation</b>	<b>Marks</b>
Communication	4
Spontaneity and Fluency	4
<i>Quality of Language</i> Range and Complexity Pronunciation and Accuracy <span style="float: right;">6 marks 6 marks</span>	12
<b>TOTAL</b>	<b>20</b>



**SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION****ROLE PLAY GRID**

<b>RAW MARK</b>	<b>SCALED MARK</b>
16	8
15	8
14	7
13	7
12	6
11	6
10	5
9	5
8	4
7	4
6	3
5	3
4	2
3	2
2	1
1	1
0	0

**PRESENTATION & DISCUSSION GRID**

<b>RAW SCORE FOR QUALITY OF LANGUAGE</b>	<b>SCALED MARK</b>
12	4
11	4
10	3
9	3
8	3
7	2
6	2
5	2
4	1
3	1
2	1
1	0
0	0

## SPEAKING TEST – PART TWO

### Foundation Tier

Role Play 1	0	1	2
Say how old you are.	Sixteen	ਸੋਲਾਂ	Example (ਮੈਂ) <u>ਸੋਲਾਂ ਸਾਲ</u> (ਦਾ/ਦੀ ਹਾਂ ।)
Say which days you would like to work.	ਵੀਕ-ਐਂਡ		Example <u>ਸਨਿੱਚਰਵਾਰ</u> or <u>ਐਤਵਾਰ</u> (ਕੰਮ ਕਰ ਸਕਦਾ/ ਸਕਦੀ ਹਾਂ ।) or any day of the week
Ask what the pay per hour is.	ਪੇਅ ਕਿੰਨੀ ਹੈ ?	ਘੰਟੇ ਦੀ ਪੇਅ ਕਿੰਨੀ ਹੈ ? or ਕਿੰਨੇ ਪੈਸੇ ?	ਘੰਟੇ ਦੇ ਕਿੰਨੇ ਪੈਸੇ ਹਨ ?
Say you can start next week.	Next week	<u>ਅਗਲੇ ਵੀਕ</u> (ਸ਼ੁਰੂ ਕਰ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ।)	(ਮੈਂ) <u>ਅਗਲੇ ਹਫਤੇ</u> (ਸ਼ੁਰੂ ਕਰ ਸਕਦਾ/ ਸਕਦੀ ਹਾਂ ।)

Role Play 2	0	1	2
Say you did not get time to do it.		ਟਾਈਮ ਨਹੀਂ ਸੀ ।/ or ਟਾਈਮ ਨਹੀਂ ਮਿਲਿਆ।	(ਮੈਨੂੰ) (ਕੰਮ) ਕਰਨ ਲਈ ਸਮਾਂ/ ਟਾਈਮ ਨਹੀਂ ਮਿਲਿਆ।
Say whose wedding it was.	Brother ਦੀ wedding ਸੀ ।	ਮੇਰੇ brother ਦਾ ਵਿਆਹ ਸੀ । or ਮੇਰੇ ਭਰਾ ਦੀ wedding ਸੀ ।	Example ਮੇਰੇ ਭਰਾ ਦਾ ਵਿਆਹ ਸੀ ।
Say when the wedding was.	ਪਿਛਲੇ ਮਹੀਨੇ or ਪਿਛਲੇ ਸਾਲ	ਵਿਆਹ ਪਿਛਲੇ ਵੀਕ ਦਾ ਸੀ । or ਪਿਛਲੇ ਵੀਕ-ਐਂਡ	Example ਵਿਆਹ ਪਿਛਲੇ ਹਫਤੇ ਦਾ ਸੀ । ਵਿਆਹ ਪਿਛਲੇ ਸਨਿੱਚਰਵਾਰ ਸੀ । ਵਿਆਹ 27 ਜੂਨ ਦਾ ਸੀ । (consider the idea for zero before awarding marks)
Ask for two more days to finish it.		(ਮੈਨੂੰ) ਦੋ ਦਿਨ ਚਾਹੀਦੇ ਹਨ ।	ਮੈਨੂੰ ਦੋ ਦਿਨ ਕੰਮ ਖਤਮ ਕਰਨ ਲਈ ਦੇ ਸਕਦੇ ਹੋ? or ਦੋ ਦਿਨ ਹੋਰ

Role Play 3	0	1	2
Say you want a return ticket to Germany.		ਇੱਕ ਵਾਪਸੀ ਟਿਕਟ ਦਿਉ । or ਜਰਮਨੀ ਦੀ ਇੱਕ ਟਿਕਟ ਦਿਉ ।	ਜਰਮਨੀ ਲਈ ਇੱਕ ਵਾਪਸੀ ਟਿਕਟ ਦਿਉ ।
Say which airline you would like to use.		Air India or any other airline (Example)	(ਮੈਂ) ਏਅਰ ਇੰਡੀਆ (ਫਲਾਈਟ) ਤੇ (ਜਾਣਾ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ ।)
Say when you would like to go.		ਬੁੱਧਵਾਰ ਨੂੰ ਜਾਣਾ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ । (Example) one detail needed	ਮੈਂ ਅਗਲੇ ਬੁੱਧਵਾਰ ਜਾਣਾ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ । or give date - two details needed
Ask how much the ticket costs.	How much?	ਟਿਕਟ ਦੀ price ਕੀ ਹੈ ?	ਟਿਕਟ ਕਿੰਨੇ ਦੀ ਹੈ ? ਜਾਂ ਟਿਕਟ ਦੀ ਕੀ ਕੀਮਤ ਹੈ ?

Role Play 4	0	1	2
Say you are going to watch a film.	Watching a film	ਫਿਲਮ watch ਕਰਨ ਜਾ ਰਹੀ /ਰਿਹਾ ਹਾਂ । ਸਿਨਮਾ	ਮੈਂ ਫਿਲਮ ਦੇਖਣ ਜਾ ਰਹੀ/ਰਿਹਾ ਹਾਂ । ਸਿਨਮਾ ਜਾਣ
Say when you are going to watch a film.		ਐਤਵਾਰ one detail needed	ਐਤਵਾਰ, ਦੁਪਹਿਰ ਦਾ ਸ਼ੋਅ ਦੇਖਣ ਜਾ ਰਹੀ/ਰਿਹਾ ਹਾਂ । two details needed
Say who you are going with.	Cousin	(Example) ਭੈਣ	ਮੈਂ ਆਪਣੀ ਭੈਣ ਨਾਲ ਜਾ ਰਹੀ ਹਾਂ ।
Ask if he/she would like to go with you.	ਤੁਸੀਂ		ਤੁਸੀਂ ਸਾਡੇ ਨਾਲ ਜਾਣਾ ਪਸੰਦ ਕਰੋਗੇ ?

Role Play 5	0	1	2
Ask for two items of fruit.	Banana ਦਿਉ ।	One item of fruit ਕੇਲੇ (ਦਿਉ ।)	Two items of fruit e.g. kyly qy sMqry (idau [])
Ask for two items of salad.	Cucumber ਦਿਉ ।	One item of salad ਤਰ (ਦਿਉ ।)	Two items of salad ਤਰ ਤੇ ਟਮਾਟਰ (ਦਿਉ ।)
Ask for a Kilo of potatoes.	Potatoes ਦਿਉ ।	ਆਲੂ (ਦਿਉ ।) Or (ਸੈਨੂੰ) ਇੱਕ ਕਿੱਲੋ potatoes (ਦਿਉ ।)	ਇੱਕ ਕਿੱਲੋ ਆਲੂ (ਦਿਉ ।)
Ask how much it all costs.	How much?	ਪੈਸੇ ?	(ਕੁੱਲ) ਕਿੰਨੇ ਪੈਸੇ (ਬਣੇ / ਹੋਏ ?)

Role Play 6	0	1	2
Say you are well, thanks.	Thanks	ਮੈਂ ਠੀਕ ਹਾਂ । ਜਾਂ ਧੰਨਵਾਦ	(ਮੈਂ) ਠੀਕ ਹਾਂ, ਧੰਨਵਾਦ / ਸ਼ੁਕਰੀਆ
Say where he has gone.	ਮੈਂ ਨੂੰ ਪਤਾ ਨਹੀਂ । ਘਰ ਨਹੀਂ ।	Example ਬਾਹਰ । ਕੰਮ ।	Example ਉਹ ਕੰਮ ਤੇ ਗਏ ਹਨ ।/ ਬਾਹਰ ਗਏ ਹਨ ।
Say what time he will be back.		Example ਸ਼ਾਮ । ਰਾਤ ।	Example ਉਹ ਪੰਜ ਵਜੇ ਵਾਪਸ ਆਉਣਗੇ ।/ ਸ਼ਾਮ ਨੂੰ
Ask the visitor to stay and have a cup of tea.		ਤੁਸੀਂ ਠਹਿਰੋ । Or ਬੈਠੋ or ਚਾਹ ਪੀ ਕੇ ਜਾਇਓ ।	ਤੁਸੀਂ ਠਹਿਰੋ/ਬੈਠੋ ਤੇ ਚਾਹ ਪੀ ਕੇ ਜਾਇਓ । ਅੰਦਰ ਆ ਜਾਓ ।

**Higher Tier**

<b>Role Play 7</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Ask the candidate about the benefits of internet. Two details.		One detail only + verb or two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate how he/she will solve the problem of not being able to use the phone while being on the internet.		One detail only + verb or two details only	Two details + verb one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate how he/she can help pay the bill. Two details.		One detail only + verb or two details only	Two details + verb one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate about his/her views about not being able to spend much time on study. Two details.		One detail only + verb or two details only	Two details + verb one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **

\* - Minor error permitted in Quality of Languages

\*\* - Task completed without significant error – may contain one minor error  
Refer to the examples at the back



<b>Role Play 8</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Ask the candidate what kind of programme he/she wants to put on to celebrate Diwali. Two details.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate for the date and duration of the programme.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate for the expected number of people and the price of the ticket.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate for refreshment arrangements. Two details.		One details only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **

- Minor error permitted in Quality of Languages

\*\* - Task completed without significant error – may contain one minor error

<b>Role Play 9</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Ask the candidate what you can do to help. Two details.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate what he/she can do. Two details		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate what activities he/she cannot do. Two details.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate what he/she thinks about following massage and exercise routine. Two details.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details+ verb + correct grammar **

- Minor error permitted in Quality of Languages

\*\* - Task completed without significant error – may contain one minor error

<b>Role Play 10</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Ask the candidate why people smoke cigarettes. Two details.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details+ verb + correct grammar **
Ask the candidate to give two details of harmful effects of smoking.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details+ verb + correct grammar **
Ask the candidate what the government should do to help people give up smoking.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate what advice he/she will offer to children to escape from the dangers of smoking. Two details.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **

- Minor error permitted in Quality of Languages

\*\* - Task completed without significant error – may contain one minor error

<b>Role Play 11</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Ask the candidate what type of work he/she is looking to do. Two details.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate when and how many hours he/she will work per week.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate what benefits he/she will get from working. Two details.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate what he/she will do if there is not enough time to do school work. Two details.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details+ verb + correct grammar **

- Minor error permitted in Quality of Languages

\*\* - Task completed without significant error – may contain one minor error

<b>Role Play 12</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Ask the candidate to say why he/she does not look happy. Two details.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate to explain how he/she spends her/his pocket money. Two details.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate how much more pocket money he/she would like and what he/she would do with it.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **
Ask the candidate for his/her views on doing a part time job to get spending money. Two details.		One detail only + verb or Two details only	Two details + verb or one detail + verb + correct syntax + correct grammar	Two details + verb + correct syntax *	Two details + verb + correct grammar **

- Minor error permitted in Quality of Languages

\*\* - Task completed without significant error – may contain one minor error

## GCSE PANJABI 2005 SPEAKING TEST

### List of Minor Errors

Please note that this list may not contain everything that is to be counted as minor errors.

There may be additions or alterations or alternatives made as a result of discussions held at the standardisation meeting in May 2005.

#### 1 ARTICLES

- N/A for Panjabi

#### 2 NOUNS

- Incorrect plural form i.e 'ਚਾਰ ਖਰਬੂਜ਼ਾ ਦਿਉ' instead of 'ਚਾਰ ਖਰਬੂਜ਼ੇ ਦਿਉ' should be a minor error as it does not impede the message.

#### 3 PRONOUNS

- 'He', 'she', 'they' are not a problem in Panjabi as the word for all of them is the same. Incorrect position of pronoun however is a minor error as long as it does not alter the meaning in anyway.
- Example 'ਨਹਾਉਂਦਾ ਹੈ ਉਹ '

#### 4 VERB ENDINGS

- Incorrect use of 'ਰੈ', 'ਰਨ', 'ਰੋ' etc will be accepted as minor errors.

#### 5 SYNTAX

- Slightly incorrect word order which does not impede the message should be a minor error.

#### 6 INCORRECT ADDRESS

- Formal / informal address 'ਤੂੰ', 'ਤੁਸੀਂ ' etc. is a minor error.

#### 7 ADJECTIVAL AGREEMENT

Example 'ਨੀਲੀ ਕਮੀਜ਼ ਬਹੁਤ ਸਸਤਾ ਹੈ'  
'ਕਾਲਾ ਕੁੱਤਾ ਬਹੁਤ ਤੇਜ਼ ਦੌੜਦੀ ਹੈ'