



**General Certificate of Secondary Education  
June 2011**

**Panjabi**

**46803**

**(Specification 4680)**

**Unit 3: Speaking**

***Report on the Examination***

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## **General Comments**

The overall impression of the quality of work was very good and according to the specification's requirements. This was the first examination in the new specification and students were generally prepared well according to the requirements set out in the specification. The students performed better in the Presentation than Discussion. The students also performed well in the Conversation part of the test, scoring high marks.

## **Presentation and Discussion**

The Presentation and Discussion is marked separately from the Conversation in the new specification. The assessment criteria for the marking of the Presentation, Discussion and Conversation are set out in the specification.

The overall standard of attainment in this area of the test was observed to be good. Students were generally well prepared for the Presentation. The range of topics chosen for the Presentation was observed to be significantly wider this year due to the element of choice outside the specification. The most common topics were 'Holidays', 'Family and Relationships', 'School', 'Festivals' and 'Sikh Gurus'.

Presentations were generally of a better standard than the Discussion. A small number of teacher-examiners did not conduct the Discussion and a very small number left out the Presentation and Discussion both of which had a significant adverse impact on students' marks. A small number of teacher-examiners interrupted the Presentation prematurely, disadvantaging their students. In some cases, the Discussion was not clear and could not be separated from the Conversation. The style of Discussion questions was not thought out clearly as many of the questions were 'closed', demanding very brief responses. In the majority of cases, the Discussion questions were carefully selected and were appropriate and relevant to the spoken material presented. In a small number of cases, the Discussions questions were not clearly thought out and were irrelevant. The requirement of using two tenses for grade C and above did not pose any problems for the students. Students at grade C and above handled the unpredictable element of the Discussion questions well.

Teacher-examiners are reminded of their responsibility to guide and prepare students for the Presentation and Discussion requirement of the test. However, the majority of teacher-examiners conducted this part of the test very skilfully and their excellent preparation was a key to high performance of their students. The teacher-examiners are reminded to take extra care to prevent the overlap between the topics covered in the Presentation and Discussion and the Conversation.

## **Conversation**

Conversations, on the whole, were well conducted. /The majority of the selected topics were from the specification. A high percentage of teacher-examiners prepared relevant questions to suit the ability of the students. Some teacher-examiners, however, did not differentiate the questions for less able students which meant that their students were not always able to access the vocabulary. Teacher-examiners are reminded to adapt and develop the questions with students to draw suitably sophisticated language according to their ability and make them relevant to their experiences as far as possible. Equally, teacher-examiners should modify the questions for less able students. Most students were fluent and independent and were able to sustain the conversations without much prompting. Most students were speaking from experience and found this part of the examination natural and enjoyable. Less able students were obviously hesitant and required prompting.

Most teacher-examiners were well organised and prepared for this part of the examination. However, a small number of teacher-examiners asked too many questions one after another in quick succession, and this did not provide enough opportunities for the students to develop the conversation. Teacher-examiners should aim to develop a natural conversation, providing links between questions, allowing students to elaborate and refine points and use a variety of language structures. The questions posed should take account of the age range and ability of students and language used in questions should be selected accordingly. However, there were some very good teacher-examiners who succeeded in developing natural and interesting conversations with their students, allowing them to take the initiative and to show a full range of oral skills, using a variety of time frames and expressing opinions. Students at grade C and above handled the unpredictable element of the Conversation questions well. Teacher-examiners are reminded to prepare students to use different tenses in the tests and ask relevant questions to allow them to do this.

The coverage of Conversation topics was conducted satisfactorily and two topics from two different contexts were selected in the majority of cases.

The quality of recordings was significantly better this year as the majority of schools/colleges recorded the tests digitally, but there were still a few instances where students could not be heard properly and a few where the background noise caused too much interference. With many students, the recordings of student voices were found to be too quiet whereas generally no such problems were encountered in hearing teacher-examiners. Teacher-examiners are reminded of the technical requirements to make students' recordings as audible as possible. The recordings should also be checked to ensure that individual tests have been recorded. There were a few schools/colleges where CDs were broken due to a lack of appropriate packaging material.

AQA organises teacher support meetings each year on good practice in the conduct of the Speaking Tests. Schools/colleges are strongly advised to send, where possible, new teachers or those who are unsure of the tests and the requirements of the new specification to these training sessions.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion).

## Guidance Notes for Examiners

The following guidance, provided to examiners during the marking period, is reproduced below for information.

### 1. Principles of marking

- 1.1 The Speaking Tests are marked in accordance with the criteria for assessment published in the specification and given on subsequent pages of this booklet.
- 1.2 No allowances can be made for poor or incorrect teacher conduct of the tests.

### 2 Mechanics of Marking

Please ensure that the grids on the Detailed Mark Sheet are completed accurately. Please conform to the lay-out shown in the exemplar Detailed Mark Sheet given in this guide. **Please note in particular that the Presentation and Discussion and the Conversation marks should be recorded in order: Communication, Range of Language, Accuracy, Interaction and Fluency.**

### 3 Presentation and Discussion and Conversation

- 3.1 The Presentation and Discussion is marked separately from the Conversation. You must assess and award marks for each of the four categories (Communication, Range of Language, Accuracy, Interaction and Fluency) for the Presentation and Discussion and then again for the Conversation.

**NB:** In the Presentation and Discussion the mark for Interaction and Fluency is awarded on the basis of the Discussion element only.

- 3.2 If the Presentation or Discussion is missing, a maximum of 4 marks can be awarded for Communication.
- 3.3 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.
- 3.4 The marks awarded for Range of Language, Accuracy and Interaction and Fluency must not be more than one mark higher than the mark awarded for Communication.
- 3.5 A mark of zero for Communication will result in a zero score for the task as a whole.
- 3.6 If a mark is awarded for Communication this will inevitably lead to the award of marks for Range of Language, Accuracy and Interaction and Fluency.
- 3.7 To score a mark of 4 for Range of Language the candidate needs to use a minimum of two verb tenses.
- 3.8 You should stop marking the Presentation and Discussion approximately 3 minutes after the start of the test. You should stop marking the Conversation approximately 9 minutes from the start of that section of the test.

- 3.9 If a candidate speaks on only **one** topic throughout the Conversation, you should find the appropriate band for Communication and then adjust the mark as shown in the table below. Marks have been halved and half marks rounded up.

For example, if a candidate would have scored 8 marks for Communication for two topics, this mark would then be reduced to 4 marks for one topic only; if a candidate would have scored 4 marks for two topics then this would be reduced to 2 marks for one topic only. Please see table below for illustration of the full range of marks which can be awarded in these circumstances.

<b>Communication Marks</b>		
<b>Two Topics</b>		<b>One Topic</b>
8	→	4
7	→	4
6	→	3
5	→	3
4	→	2
3	→	2
2	→	1
1	→	1
0	→	0