



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Panjabi

3681

Speaking tests

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SPEAKING TESTS - FOUNDATION AND HIGHER TIERS

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.

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.

4.3

Communication	Range & Complexity
0	0
1	1 or 2
2	2 or 3
3	Max 4
4	Max 6

The mark for Spontaneity & Fluency is not limited by the Communication mark. This applies to both Foundation and Higher Tiers.

4.4

Communication	Pronunciation & Accuracy
0	0
1	1 or 2
2	Max 4
3	Max 5
4	Max 6

4.5 The following table is a summary in tabular form of paragraphs 4.3 and 4.4.

Communication Mark	Range & Complexity Mark	Pronunciation & Accuracy Mark
0	0	0
1	1 or 2	1 or 2
2	Max 3 3 marks must include two of Past/Present/Future	Max 4
3	Max 3 3 marks must include two of Past/Present/Future Max 4 4 marks must include Past and Present and Future and opinion	Max 5
4	Max 6 4 marks or more must include Past and Present and Future and opinion	Max 6

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.

- 4.6 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.
- 4.7 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**.
- 4.8 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.

GCSE Modern Languages Speaking Tests
Examiner's Detailed Mark Sheet

Language _____



Full/Short Course

* delete as appropriate

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ਠਉਪਬਾ

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	Garden, Lilly	H	14	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

Communication	
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.

Spontaneity and Fluency	
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.

Quality of Language		
Range & Complexity	Marks	Pronunciation & Accuracy
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.

Presentation & Discussion	Marks
Communication (in Presentation & Discussion)	4
Spontaneity and Fluency (in Discussion only)	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks Mark/12 divided by 3	4
TOTAL	12

General Conversation	Marks
Communication	4
Spontaneity and Fluency	4
<i>Quality of Language</i> Range and Complexity 6 marks Pronunciation and Accuracy 6 marks	12
TOTAL	20

SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION

ROLE-PLAY GRID

RAW MARK	SCALED MARK
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

RAW SCORE FOR QUALITY OF LANGUAGE	SCALED MARK
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 Tests

Foundation Tier

Role Play 1	0	1	2
Ask for something to eat.	ਸਮੋਸੇ/ਪਕੌੜੇ Or equivalent	ਕੁੱਝ ਖਾਣ ਨੂੰ ਦਿਉ । ਸਮੋਸੇ ਦਿਉ Or equivalent	ਗਰਮ ਸਮੋਸਿਆਂ ਦੀ ਪਲੇਟ ਦਿਉ Or equivalent
Ask for a cold drink.	ਕੋਕਾ-ਕੋਲਾ	ਕੁੱਝ ਠੰਡਾ (ਪੀਣ ਨੂੰ) ਦਿਉ । Or equivalent ਕੋਕਾ-ਕੋਲਾ	(ਇੱਕ ਗਲਾਸ) ਕੋਕਾ-ਕੋਲਾ ਦਿਉ । Or equivalent
Ask for the bill with the food.	ਬਿੱਲ	ਬਿੱਲ ਲਿਆ ਦਿਉ ।	ਖਾਣੇ ਦੇ ਨਾਲ ਹੀ ਬਿੱਲ ਲੈ ਆਉਣਾ ।
Say that the food was very nice.	ਖਾਣਾ nice ਸੀ ।	ਖਾਣਾ ਸੁਆਦ ਸੀ ।/ ਚੰਗਾ ਸੀ ।	ਖਾਣਾ ਬਹੁਤ ਸੁਆਦ ਸੀ ।/ ਬਹੁਤ ਚੰਗਾ ਸੀ ।

Role Play 2	0	1	2
Say what is hurting.	ਸਿਹਤ ਠੀਕ ਨਹੀਂ ਹੈ । Finger	ਉਂਗਲੀ ਠੀਕ ਨਹੀਂ ਹੈ । Or equivalent	ਮੇਰੀ ਉਂਗਲੀ ਦੁਖਦੀ ਹੈ । Or equivalent
Say how it happened.	Food poisoning	Door ਵਿੱਚ ਆ ਗਈ ਸੀ । Or equivalent	ਦਰਵਾਜ਼ੇ ਵਿੱਚ ਆ ਗਈ ਸੀ । Or equivalent
Ask where you have to go for X-rays.		ਕਿੱਥੇ ਜਾਣਾ ਹੈ ?	ਐਕਸਰੇ ਲਈ ਕਿੱਥੇ ਜਾਣਾ ਹੈ ? Or equivalent
Ask how you can get there.		ਕਿੱਦਾਂ ਜਾ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ? Or equivalent	ਮੈਂ ਉੱਥੇ ਕਿਸ ਤਰ੍ਹਾਂ ਪਹੁੰਚ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ? Or equivalent

Role Play 3	0	1	2
Say you are not feeling well.		ਠੀਕ ਨਹੀਂ ।	ਮੈਂ ਠੀਕ ਨਹੀਂ (ਹਾਂ) ।
Say you have a stomachache.	Stomachache	Stomach ਦੁਖਦਾ (ਹੈ) ।	(ਮੇਰਾ) ਢਿੱਡ ਦੁਖਦਾ ਹੈ ।
Say you want to go home.		ਘਰ ਜਾਣਾ (ਹੈ) ।	(ਮੈਂ) ਘਰ ਜਾਣਾ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ (ਹਾਂ) ।
Ask where you can find your year head.		ਉਹ ਕਿੱਥੇ (ਹੈ) ? (ਯੀਅਰ) ਹੈੱਡ ਕਿੱਥੇ ਹੈ ?	ਮੈਂ ਆਪਣੇ (ਯੀਅਰ) ਹੈੱਡ ਨੂੰ ਕਿੱਥੇ ਲੱਭ ਸਕਦੀ ਹਾਂ । ਉਹ ਕਿੱਥੇ ਹੋਵੇਗਾ / ਲੱਭੇਗਾ / ਹੈ {

Role Play 4	0	1	2
Say what you would like to report.	ਚੋਰੀ ਬਾਰੇ	ਮੇਰਾ ਬੈਗ stolen ਹੋ ਗਿਆ OR ਮੇਰਾ ਬੈਗ ਗੁਆਚ ਗਿਆ ਹੈ । Or equivalent ਚੋਰੀ ਬਾਰੇ ਰਿਪੋਰਟ/ ਦੱਸਣਾ ।	ਚੋਰੀ ਬਾਰੇ ਰਿਪੋਰਟ ਕਰਨੀ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ । ਮੇਰਾ ਬੈਗ ਚੋਰੀ ਹੋ ਗਿਆ ਹੈ । Or equivalent
Say when it happened.		ਅੱਜ ਹੋਈ ।	ਅੱਜ (ਸਵੇਰੇ) ਦਸ ਵਜੇ ਹੋਈ Or equivalent
Say where it happened.		ਬੱਸ-ਸਟਾਪ । Or equivalent	ਬੱਸ-ਸਟਾਪ ਤੇ (ਹੋਈ) ਬੱਸ ਅੱਡੇ ਤੇ ਖੜਾ/ਖੜੀ ਸੀ ਜਦ ਚੋਰੀ ਹੋਈ । Or equivalent
Ask for help with writing the report.		ਮੇਰੀ ਮਦਦ ਕਰੋਗੇ ? OR ਰਿਪੋਰਟ ਲਿਖਣ ਲਈ ਮੇਰੀ help ਕਰੋਗੇ ?	ਰਿਪੋਰਟ <u>ਲਿਖਣ</u> ਲਈ ਮੇਰੀ ਮਦਦ ਕਰੋਗੇ ?

Role Play 5	0	1	2
Say when you came back from India.		ਪਰਸੋਂ / ਕੱਲ੍ਹ Or equivalent	(ਅਸੀਂ) ਕੱਲ੍ਹ/ਪਰਸੋਂ (ਇੰਡੀਆ) ਤੋਂ ਵਾਪਸ ਆਏ । Or equivalent
Say how your trip went.		ਠੀਕ ।	ਠੀਕ ਸੀ । ਟਰਿੱਪ ਬਹੁਤ ਚੰਗਾ ਰਿਹਾ । Or equivalent
Say why your mum did not come.		ਘਰ ਹਨ ।	(ਉਹ) ਘਰ ਅਰਾਮ ਕਰਦੇ ਹਨ ।
Ask him/her to visit your home.		ਮਿਲਣ ਆਉਣਾ ।	ਤੁਸੀਂ ਸਾਨੂੰ ਮਿਲਣ ਸਾਡੇ ਘਰ (ਜ਼ਰੂਰ) ਆਉਣਾ ।

Role Play 6	0	1	2
Ask for a kilo of fruit.		ਇੱਕ ਕਿੱਲੋ ਫਰੂਟ ਦਿਉ । ਫਲ ਦਿਉ / ਅੰਬ ਦਿਉ ।	ਇੱਕ ਕਿੱਲੋ ਅੰਬ ਦਿਉ ।
Ask for half a kilo of ginger.		ਅਧਰਕ ਚਾਹੀਦਾ ਹੈ ।	ਅੱਧਾ ਕਿੱਲੋ ਅਧਰਕ ਦਿਉ ।
Ask for the total cost.		ਕਿੰਨੇ ਪੈਸੇ ?	(ਸਾਰੇ) ਕਿੰਨੇ ਪੈਸੇ ਹੋਏ ?
Say that you only have a Rs. 500 note.	500 ਪੈਂਡ	<u>500</u> ਰੁਪਏ । Five hundred rupees ਦਾ ਨੋਟ ਹੈ ।	(ਮੇਰੇ ਕੋਲ) 500 ਰੁਪਏ ਦਾ ਨੋਟ ਹੈ ।

Higher Tier

Principle: 1 detail + full verb + syntax + correct grammar = 2 marks

Role Play 7	0	1	2	3	4
Give two details about the patient's condition.		One detail only + verb Or two details only	Two full details + verb	Two details + verb + Correct syntax	Two full details + verb + Correct grammar
Give date of birth and describe how long he/she has been in this condition.		D.O.B. + verb Or D.O.B. + how long	D.O.B. + how long + verb	D.O.B. + how long + verb + correct syntax	D.O.B. + how long + verb + correct grammar
Give two details about the patient's medical history.		One detail only + verb Or Two details only.	Two details + verb	Two details + verb + correct syntax	Two details + verb + correct grammar
Give views (2 details) on bringing the patient to the surgery.		One detail only + verb Or Two details only.	Two details + verb	Two details + verb + correct syntax	Two details + verb + correct grammar

Role Play 8	0	1	2	3	4
Describe thoughts on going to the Panjab for holiday (2 details).		One detail only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Why he/she dislikes the idea of holiday in the Panjab (2 details).		One details only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Say where he/she would like to go for holiday and why.		Where/why + verb Or Where + why only	Where + why + verb	Where + why + verb + Correct syntax	Where + why + verb + Correct grammar
Give thoughts and opinions on that it will be a lot more expensive, can go for 2 weeks and will have to pay towards it.		One details only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar

Role Play 9	0	1	2	3	4
Give two details about why you go out with friends so much.		One detail only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Say how you can get good grades (2 details)		One detail only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar
What you would do to help around the house (2 details)		One detail only + verb OR Two details only	Two details + verb OR One detail + verb +correct grammar	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Two details of opinion/views about being allowed to go out only once a week.		One detail only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar

Role Play 10	0	1	2	3	4
Give two details about why you are unhappy about the Panjabi lessons		One detail only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Give two details about the harm/ disadvantages caused by the lessons being after school.		One detail only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Explain (2 details) why one lesson per week is not enough.		One detail only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Suggest two details to resolve the situation.		One detail only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar

Role Play 11	0	1	2	3	4
Give two details of complaint about the room.		One detail only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Give two details about why he/she did not say anything last night.		One detail only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Give two details of what he/she wants to do to solve the problem.		One detail only + verb OR Two details only	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Give views (2 details) on waiting for a room change until tomorrow.		One detail only + verb OR Two details only	Two details + verb OR One detail + verb + correct grammar	Two details + verb + Correct syntax	Two details + verb + Correct grammar

Role Play 12	0	1	2	3	4
Give views (2 details) about watching Indian films.		Two details only One detail + verb	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Say what kind of films he/she likes watching and why.		Two details only OR One detail + verb	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Give two details about a favourite English film.		Two details only OR One detail + verb	Two details +verb OR One detail + verb + correct grammar	Two details + verb + Correct syntax	Two details + verb + Correct grammar
Give two details about how Indian films can be made more interesting.		Two details only OR One detail + verb	Two details + verb	Two details + verb + Correct syntax	Two details + verb + Correct grammar