



General Certificate of Secondary Education

Punjabi 3681

3681/S Speaking

Mark Scheme

2006 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 must include two of Past/Present/Future | Max 4 |
| 3 | 2, 3, 4 marks 3 marks must include two of Past/Present/Future 4 marks must include Past and Present and Future and opinion | Max 5 |
| 4 | 4, 5, 6 marks 4 marks or more must include Past and Present and Future and 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 (e.g. 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

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

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 | |
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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 |
| Quality of Language Range and Complexity Pronunciation and Accuracy 6 marks Mark/12 divided by 3 | 4 |
| TOTAL | 12 |

| General Conversation | Marks |
|---|--------------|
| Communication | 4 |
| Spontaneity and Fluency | 4 |
| Quality of Language Range and Complexity Pronunciation and Accuracy 6 marks 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 TEST – PART TWO

Foundation Tier

| Role Play 1 | 0 | 1 | 2 |
|--------------------------------------|-----------------------------------|---|--|
| Say what you would like to eat. | Apple, rice Acceptable English | ਚਿਕਨ ਕਰੀ, ਕੁਝ ਨਹੀਂ, ਭੁੱਖ ਨਹੀਂ ਜੋ ਮਰਜ਼ੀ one item | Example: ਦਾਲ /ਰੋਟੀ, ਚਪਾਤੀ, Two items ਸਬਜ਼ੀ , ਸਮੋਸੇ, ਪਕੌੜੇ |
| Say what you would like for dessert. | Banana | | Example: Named item Ice-cream |
| Say what you would like to drink. | | ਔਰੇਂਜ ਜੂਸ ਚਾਕਲੇਟ ਡਰਿੰਕ | ਸੰਤਰੇ ਦਾ ਜੂਸ Named drink ਚਾਹ, ਕਾਫੀ, ਪਾਣੀ |
| Ask if you can help. | | ਮੈਂ ਕੁਝ ਕਰਾਂ ? ਮੈਂ ਤੁਹਾਡੀ 'ਹੈਲਪ' ਕਰਾਂ । | ਮੈਂ ਤੁਹਾਡੀ (ਕੁਝ) ਮਦਦ ਕਰਾਂ ? |

| Role Play 2 | 0 | 1 | 2 |
|---|--------------|---|--|
| Say how long it takes to get to school. | | Ten ਮਿੰਟ ਥੋੜ੍ਹਾ ਸਮਾਂ | Example: 15 ਮਿੰਟ । Number + unit of time |
| Say how you go to school. | Walk | ਕਾਰ/ ਤੁਰਨਾ | ਕਾਰ ਵਿੱਚ / ਤੁਰਕੇ /ਟਰੇਨ ਵਿੱਚ / ਬੱਸ ਵਿੱਚ / ਸਾਈਕਲ ਤੇ |
| Say what you like about your school. | | Adjective but no verb ਵੱਡਾ, ਸਾਫ, ਸੁਹਣਾ, ਛੋਟਾ | Example: ਵੱਡਾ ਹੈ । ਸਾਫ ਹੈ । Adjective + verb |
| Ask if he/she would like to visit the school. | ਸਕੂਲ / ਦੇਖਣਾ | | ਤੁਸੀਂ ਸਕੂਲ ਦੇਖਣਾ ਪਸੰਦ ਕਰੋਗੇ ?/ ਮੇਰਾ/ ਤੁਸੀਂ ਸਕੂਲ ਦੇਖਣਾ ? |

| Role Play 3 | 0 | 1 | 2 |
|-------------------------------|--------|---------------------------|---|
| Say you have got lost. | | ਭੁੱਲ ਗਿਆ ਜਾਂ ਗੁਆਚ ਗਿਆ | ਮੈਂ ਰਸਤਾ ਭੁੱਲ ਗਿਆ/ ਗਈ (ਹਾਂ) । ਜਾਂ ਮੈਂ ਗੁਆਚ ਗਿਆ/ ਗਈ (ਹਾਂ) । |
| Say where you want to go. | | Example: ਸਿਨਮਾ ਜਾਂ ਸਟੇਸ਼ਨ | Example: ਓਡੀਅਨ ਸਿਨਮਾ ਜਾਂ ਰੇਲਵੇ ਸਟੇਸ਼ਨ / ਬੱਸ ਸਟੇਸ਼ਨ |
| Ask how to get there. | | ਕਿਹੜਾ ਰਸਤਾ ? | (ਉੱਥੇ ਨੂੰ) ਕਿਹੜਾ ਰਸਤਾ ਜਾਂਦਾ ਹੈ ? (ਉੱਥੇ) ਕਿੱਦਾਂ ਜਾਵਾਂ ? |
| Thank the passer-by for help. | Thanks | | (ਤੁਹਾਡਾ ਮਦਦ ਕਰਨ ਲਈ) ਧੰਨਵਾਦ / ਸ਼ੁਕਰੀਆ । |

| Role Play 4 | 0 | 1 | 2 |
|---|------------------------|----------------------------------|--|
| Say you would like to book a table. | | ਮੇਜ਼ ਬੁੱਕ | (ਮੈਂ) ਟੇਬਲ ਬੁੱਕ ਕਰਨਾ (ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ) । |
| Say how many people you want it for. | | | Example: ਚਾਰ (ਲਈ)। |
| Say the day and time you want it for. | Wednesday '4' O' clock | Day or Time Wednesday ਚਾਰ ਵਜੇ | Day and time |
| Ask if he/she accepts payment by visa card. | ਵੀਜ਼ਾ ਕਾਰਡ | ਵੀਜ਼ਾ ਕਾਰਡ , ਪੈਸੇ । | (ਤੁਸੀਂ) ਵੀਜ਼ਾ ਕਾਰਡ ਤੇ (ਪੈਸੇ) ਲੈ ਲੈਂਦੇ (ਹੋ)? |

| Role Play 5 | 0 | 1 | 2 |
|------------------------------------|---|------------|--|
| Say what time you went. | | 8 (ਵਜੇ)। | ਉਣਓਮਪਲਏ: (ਸਵੇਰ) ੮ ਵਜੇ । |
| Say how long it took to get there. | | ਚਾਰ | Example: ਚਾਰ ਘੰਟੇ । |
| Say what you liked about the trip. | | | Example: ਦੁਕਾਨਾਂ । ਪਾਰਕ । |
| Ask what he/she did on that day. | | ਕੀ ਕੀਤਾ ? | ਤੁਸੀਂ ਦਿਨ ਕਿਵੇਂ ਗੁਜ਼ਾਰਿਆ ? ਜਾਂ ਤੁਸੀਂ ਸਾਰਾ ਦਿਨ ਕੀ ਕੀਤਾ ? ਤੁਸੀਂ ਕੀ ਕੀਤਾ ? |

| Role Play 6 | 0 | 1 | 2 |
|---|------------------------|---|--|
| Say what the problem is. | | ਦੁਖਦਾ (ਹੈ) । ਜਾਂ ਦਰਦ ਹੁੰਦਾ (ਹੈ) । stomach ਦੁਖਦਾ ਹੈ । | ਸਿਰ ਦੁਖਦਾ (ਹੈ) / ਢਿੱਡ ਦੁਖਦਾ (ਹੈ) । |
| Say when it started. | | | Example: ਕੱਲ੍ਹ । |
| Say what medicine you have taken. | Pain killer Aspirin | | ਐਸਪਿਰਿਨ / ਪੈਰਾਸੀਟਾਮੋਲ । ਜਾਂ ਨਹੀਂ / ਹਾਂ ਜੀ । |
| Ask the doctor if you need to do anything else. | | ਮੈਨੂੰ ਕੁਝ ਕਰਨਾ ਚਾਹੀਦਾ ? ਮੈਂ ਕੁਝ ਕਰਾਂ । | ਮੈਨੂੰ ਕੁਝ ਹੋਰ ਕਰਨਾ ਚਾਹੀਦਾ ? ਹੋਰ ਕੀ ਕਰਾਂ ? |

Higher Tier

| Role Play 7 | 0 | 1 | 2 | 3 | 4 |
|--|----------|--|---|--|---|
| Give two details about his/her views about marrying someone from the Panjab. | | One detail only + verb Or Two details only | Two full details + verb Or One detail + correct syntax + grammar ** | Two details + verb + Correct syntax * | Two details + verb + Correct grammar ** |
| Give two details about benefits of marrying a boy/girl from the Panjab. | | 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 his/her feelings about the problems in a relationship due to culture differences. | | One detail only + verb Or Two details only | Two details + verb | Two details + verb + Correct syntax * | Two details + verb + Correct grammar ** |
| Two details about the boy/girl from the Panjab facing difficulties in finding jobs due to inadequate spoken English. | | One detail only + verb Or Two details only | Two details + verb | Two details + verb + Correct syntax * | Two details + verb + Correct grammar ** |

* Minor error permitted in quality of language

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

| Role Play 8 | 0 | 1 | 2 | 3 | 4 |
|--|----------|---|--------------------|--|---|
| Give two details of complaints about the restaurant. | | One detail only + verb Or Two details only | Two details + verb | Two details + verb + Correct syntax * | Two details + verb + Correct grammar ** |
| Give two suggestions about the service in the restaurant. | | One detail only + verb Or Two details only | Two details + verb | Two details + verb + Correct syntax * | Two details + verb + Correct grammar ** |
| Give two suggestions to make the food better. | | 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 how he/she feels about the offer of refund and free meal voucher. | | 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 the problem. | | One detail only + verb OR Two details only | Two details + verb | Two details + verb + Correct syntax * | Two details + verb + Correct grammar ** |
| Say what he/she is looking to do and why. | | 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 his/her views about taking a course of antibiotics before treatment. | | 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 how he/she feels about the cost of treatment. | | 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 reasons why he/she does not wish to take up a job straight after school study. | | 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 benefits of getting a degree. | | 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 his/her views about the issues expressed. | | 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 doing a part time degree whilst working. | | 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 about signs of racism. | | 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 effects of racism on the victim. | | 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 people develop racist attitude. | | 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 what could be done to prevent racism. | | One detail only + verb OR Two details only | Two details + verb | Two details + verb + Correct syntax * | Two details+ verb + Correct grammar ** |

| Role Play 12 | 0 | 1 | 2 | 3 | 4 |
|--|----------|---|--------------------------|--|---|
| Give two details about how his/her health is. | | One detail + verb Or Two details only | Two details + verb | Two details + verb + Correct syntax * | Two details + verb + Correct grammar ** |
| Give two details of exercise he/she does to improve her fitness. | | One detail + verb Or Two details only | Two details + verb | Two details + verb + Correct syntax * | Two details + verb + Correct grammar ** |
| Give two details of changes in diet to reduce the intake of sugar. | | One detail + verb Or Two details only | Two details + verb | Two details + verb + Correct syntax * | Two details + verb + Correct grammar ** |
| Give two details of about what he/she has done to lower blood cholesterol. | | One detail + verb Or Two details only | Two details + verb | Two details + verb + Correct syntax * | Two details + verb + Correct grammar ** |

* - Minor error permitted in Quality of Language.

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

GCSE PANJABI 2006 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 standardising meeting in May 2006.

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', 'ਹਨ', 'ਚੈ' 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'