



General Certificate of Secondary Education

Panjabi 3681 *Specification*

3681/S Speaking

Mark Scheme

2008 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.

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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.
- 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

Language _____



Full/Short Course
 * delete as appropriate

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	Garden, Lilly	H	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 (i.e. 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

Foundation Tier

Role Play 1	0	1	2
Say where you bought the shoes from.	ਪਤਾ ਨਹੀਂ	‘ਸ਼ੁਅ ਐਕਸਪ੍ਰੈਸ’ / ਦੁਕਾਨ / ਟਾਊਨ	(ਮੈਂ ਇਹ ਜੁੱਤੀ) ‘ਸ਼ੁਅ ਐਕਸਪ੍ਰੈਸ’ ਤੋਂ (ਲਈ ਸੀ।) ਦੁਕਾਨ ਤੋਂ/ਟਾਊਨ ਤੋਂ
Say when you bought the shoes.	Last week/ yesterday/ Saturday	ਪਿਛਲੇ ਵੀਕ ਐਂਡ / ਪਿਛਲੇ ਸੈਟਰਡੇ / ਪਿਛਲੇ ਮਹੀਨੇ	(ਮੈਂ ਇਹ ਜੁੱਤੀ) ਪਿਛਲੇ ਹਫਤੇ (ਖ਼ੀਦੀ ਸੀ।) ਦਿਨ / ਮਹੀਨਾ / ਸਾਲ
Say how much they cost.	ਪਤਾ ਨਹੀਂ	ਥਰਟੀ ਪੌਂਡ / ਤੀਹ	(ਮੈਂ ਇਹ) 30 ਪੌਂਡ ਦੀ (ਖ਼ੀਦੀ ਸੀ।) / 30 ਰੁਪਏ
Ask your friend if he/she would like to buy shoes like yours.	ਤੁਸੀਂ ਲੈਣੀ ?	ਤੁਸੀਂ ਜੁੱਤੀ ਲੈਣੀ / ਖ਼ੀਦਣੀ ? ਤੁਸੀਂ ਇਹੋ ਜਿਹੀ ਲੈਣੀ ?	ਤੁਸੀਂ ਮੇਰੇ ਜੁੱਤੀ ਵਰਗੀ / ਇੱਦਾਂ ਦੀ / ਇਹੋ ਜਿਹੀ ਲੈਣੀ / ਖ਼ੀਦਣੀ ਪਸੰਦ ਕਰੋਗੇ ?

Please note that the information in brackets is not essential to score marks.

Role Play 2	0	1	2
Say you are well.	O.k./ alright		(ਮੈਂ) ਠੀਕ ਹਾਂ। Accept a negative statement. ਠੀਕ ਨਹੀਂ
Say how long you are staying in India.	ਵੀਕ	ਦੋ ਵੀਕ / ਵੀਕ ਲਈ	ਦੋ ਹਫਤੇ / ਦੋ ਮਹੀਨੇ / ਦਸ ਦਿਨ (example)
Say which places you would like to visit.	ਬਲੈਕਪੂਲ / ਲੰਡਨ	ਚੰਡੀਗੜ੍ਹ / ਗੋਲਡਨ ਟੈਂਪਲ One detail	ਮੈਂ ਚੰਡੀਗੜ੍ਹ / ਦਿੱਲੀ / ਤਾਜ ਮਹਿਲ ਦੇਖਣਾ ਚਾਹੁੰਦਾ / ਚਾਹੁੰਦੀ ਹਾਂ। (example) Accept any place in India
Ask where you can go to do some shopping.	ਸ਼ੌਪਿੰਗ	ਸ਼ੌਪਿੰਗ ਕਿੱਥੇ ?	ਮੈਂ ਸ਼ੌਪਿੰਗ ਕਰਨ ਲਈ ਕਿੱਥੇ ਜਾ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ? / ਕਿੱਥੇ ਸ਼ੌਪਿੰਗ ਕਰਾਂ ?

Please note that the information in brackets is not essential to score marks.

Role Play 3	0	1	2
Say you would like some songs on CDs.	ਸੀ-ਡੀਆਂ	ਗਾਣਿਆਂ ਦੀਆਂ ਸੀ-ਡੀਆਂ	ਤੁਹਾਡੇ ਕੋਲ ਗਾਣਿਆਂ ਦੀਆਂ ਸੀ ਡੀਆਂ ਹਨ ?
Say what sort of songs you like.	ਭੰਗੜਾ	ਭੰਗੜਾ songs	ਭੰਗੜੇ ਦੇ (ਗਾਣੇ) / ਪੰਜਾਬੀ / ਹਿੰਦੀ (Example)
Ask how much each CD costs.		ਕਿੰਨੇ ਦੀ / ਕਿੰਨੀ ਕੀਮਤ	(ਇੱਕ) ਸੀ ਡੀ ਕਿੰਨੇ ਦੀ (ਹੈ) ?
Ask if they have any films on DVD.		ਫਿਲਮਾਂ / ਡੀ ਵੀ ਡੀ ਹਨ ?	(ਤੁਹਾਡੇ ਕੋਲ) ਫਿਲਮਾਂ ਦੀਆਂ ਡੀ ਵੀ ਡੀ ਹਨ ?

Please note that the information in brackets is not essential to score marks.

Role Play 4	0	1	2
Say you want to buy two tickets for the film 'Dil Apna Panjabi'.	ਦਿਲ	ਦੋ ਟਿਕਟਾਂ ਲੈਣੀਆਂ / ਦਿਲ ਆਪਣਾ ਪੰਜਾਬੀ ਦੀਆਂ ਟਿਕਟਾਂ	'ਦਿਲ ਆਪਣਾ ਪੰਜਾਬੀ' (ਫਿਲਮ) ਦੀਆਂ ਦੋ ਟਿਕਟਾਂ ਲੈਣੀਆਂ ਹਨ।
Say where you would like to sit.	Front / back		(ਮੈਂ ਹਾਲ ਦੇ) ਗੱਭੇ (ਵਾਲੀ ਸੀਟ ਲੈਣੀ ਹੈ।) / ਅੱਗੇ / ਪਿੱਛੇ / ਮੁਹਰੇ / ਸਾਹਮਣੇ / ਜਿੱਥੇ ਮਰਜ਼ੀ
Ask how much the tickets cost.		ਕਿੰਨੇ ਪੈਸੇ? / ਕਿੰਨੇ ਦੀ?	ਟਿਕਟਾਂ ਦੀ ਕੀ ਕੀਮਤ ਹੈ?
Ask what time the film starts.		ਕਿੰਨੇ ਵਜੇ ਸ਼ੁਰੂ? / ਫਿਲਮ ਕਿੰਨੇ ਵਜੇ?	ਫਿਲਮ ਕਿੰਨੇ ਵਜੇ ਸ਼ੁਰੂ ਹੁੰਦੀ ਹੈ?

Please note that the information in brackets is not essential to score marks.

Role Play 5	0	1	2
Say how your holidays are going.	Fine / ok / alright	ਆਲਰਾਈਟ ਈ ਹੈ ।	ਬਹੁਤ ਵਧੀਆ (ਜਾ ਰਹੀਆਂ ਹਨ ।)
Say what you have done in the holidays.		ਰੈਸਟ ਕੀਤੀ / ਮੈਰਿਜ਼ ਦੇਖੀ	ਬਸ, ਅਰਾਮ ਕੀਤਾ ।
Say how much of the holidays you have got left.		ਇੱਕ ਵੀਕ	ਇੱਕ ਹਫ਼ਤਾ । (Example)
Ask your uncle/aunt when he/she is going to India.	ਇੰਡੀਆ	ਕਦੋਂ ਜਾਣਾ ?	ਤੁਸੀਂ ਇੰਡੀਆ ਨੂੰ ਕਦੋਂ ਜਾ / ਆ ਰਹੇ ਹੋ ?

Please note that the information in brackets is not essential to score marks.

Role Play 6	0	1	2
Say what you would like to buy.			ਮੇਥ
Say what else you would like to buy.			ਕੇਲੇ (ਦਿਉਂ ।) (Example)
Ask if they are fresh.	Fresh	ਤਾਜ਼ੇ / ਕੀ ਇਹ 'ਫਰੈਸ਼' ਹਨ ?	ਇਹ ਤਾਜ਼ੇ ਹਨ ?
Ask how much it all costs.	Money	ਪੈਸੇ ?	ਸਾਰੇ ਕਿੰਨੇ ਪੈਸੇ ਬਣੇ ?

Please note that the information in brackets is not essential to score marks.

Higher Tier

Role Play 7	0	1	2	3	4
ਤੁਸੀਂ ਹਰ ਰੋਜ਼ ਕਿੰਨਾ ਸਮਾਂ ਟੈਲੀਵਿਜ਼ਨ ਦੇਖਦੇ ਹੋ ਅਤੇ ਕਿੰਨਾ ਸਮਾਂ ਪੜ੍ਹਦੇ ਹੋ ?		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 **
ਤੁਸੀਂ ਇੰਨਾ ਟੈਲੀਵਿਜ਼ਨ ਕਿਉਂ ਦੇਖਦੇ ਹੋ ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ ।		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 **
ਤੁਸੀਂ ਸਾਰਾ ਕੋਰਸ ਵਰਕ ਸਮੇਂ ਸਿਰ ਕਿਵੇਂ ਖਤਮ ਕਰ ਸਕੋਗੇ ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ ।		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 **
ਇਮਤਿਹਾਨਾਂ ਦੇ ਖਤਮ ਹੋ ਜਾਣ ਤੱਕ ਟੈਲੀਵਿਜ਼ਨ ਦੇਖਣਾ ਬੰਦ ਕਰਨ ਬਾਰੇ ਕੀ ਖਿਆਲ ਹਨ । ਦੋ ਗੱਲਾਂ ਦੱਸੋ ।		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 **

* 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
ਤੁਹਾਡੇ ਸਕੂਲ ਦੀ ਪੜ੍ਹਾਈ ਦੇ ਸਟੈਂਡਰਡ ਬਾਰੇ ਕੀ ਵਿਚਾਰ ਹਨ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ।		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 **
ਤੁਹਾਡੇ ਖਿਆਲ ਵਿੱਚ ਇੱਕ ਚੰਗੇ ਅਧਿਆਪਕ ਵਿੱਚ ਕੀ ਗੁਣ ਹੋਣੇ ਚਾਹੀਦੇ ਹਨ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ।		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 **
ਤੁਹਾਡੇ ਖਿਆਲ ਅਨੁਸਾਰ ਕਲਾਸ ਵਿੱਚ ਬੱਚਿਆਂ ਦੀ ਪੜ੍ਹਾਈ ਵਿੱਚ ਕਿਹੜੀਆਂ ਚੀਜ਼ਾਂ ਰੁਕਾਵਟ ਪਾਉਂਦੀਆਂ ਹਨ?		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 **
ਸਕੂਲ ਦੇ ਇਮਤਿਹਾਨਾਂ ਦੇ ਨਤੀਜਿਆਂ ਵਿੱਚ ਸੁਧਾਰ ਲਿਆਉਣ ਲਈ ਤੁਸੀਂ ਕੀ ਸੁਝਾਅ ਦੇਵੋਗੇ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ।		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 **

Role Play 9	0	1	2	3	4
ਹਾਂ ਜੀ, ਮੈਂ ਤੁਹਾਡੀ ਕੀ ਮਦਦ ਕਰ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ।		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 **
ਤੁਸੀਂ ਮੈਨੂੰ ਕੁਝ ਨਿਸ਼ਾਨੀਆਂ ਦੱਸੋ ਜਿਹਨਾਂ ਨਾਲ ਤੁਹਾਡੇ ਸਾਮਾਨ ਨੂੰ ਪਛਾਣਿਆ ਜਾ ਸਕਦਾ ਹੈ। ਦੋ ਗੱਲਾਂ ਦੱਸੋ।		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 **
ਤੁਹਾਡੇ ਸਾਮਾਨ ਵਿੱਚ ਕੀ ਕੀ ਚੀਜ਼ਾਂ ਹਨ ਅਤੇ ਇਹਨਾਂ ਦੀ ਕਿੰਨੀ ਕੁ ਕੀਮਤ ਹੋਵੇਗੀ?		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 **
ਤੁਹਾਡਾ ਸਾਮਾਨ ਲੱਭਣ ਲਈ ਇੱਕ ਹਫਤੇ ਦਾ ਸਮਾਂ ਲੱਗ ਸਕਦਾ ਹੈ। ਇਸ ਬਾਰੇ ਤੁਸੀਂ ਕੀ ਮਹਿਸੂਸ ਕਰਦੇ ਹੋ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ।		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 **

Role Play 10	0	1	2	3	4
ਤੁਸੀਂ ਜਨਮ ਦਿਨ ਦੀ ਪਾਰਟੀ ਕਦੋਂ ਤੇ ਕਿੱਥੋਂ ਕਰਨੀ ਚਾਹੁੰਦੇ ਹੋ ?		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 **
ਤੁਹਾਡੇ ਖਿਆਲ ਵਿੱਚ ਸਾਨੂੰ ਪਾਰਟੀ ਤੇ ਕਿਸ ਕਿਸ ਨੂੰ ਸ਼ਾਮਲ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ ਅਤੇ ਪਾਰਟੀ ਨੂੰ ਭੇਦ ਭਰੀ ਕਿਵੇਂ ਰੱਖਿਆ ਜਾ ਸਕਦਾ ਹੈ ?		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 **
ਤੁਹਾਡੇ ਖਿਆਲ ਵਿੱਚ ਖਾਣੇ ਦੇ ਪ੍ਰਬੰਧ ਲਈ ਕੀ ਕਰਨਾ ਪਵੇਗਾ ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ ।		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 **
ਪਾਰਟੀ ਦੇ ਖਰਚੇ ਲਈ ਪੈਸੇ ਕਿੱਥੋਂ ਲਵਾਂਗੇ ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ ।		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 **

Role Play 11	0	1	2	3	4
ਹਾਂ ਜੀ, ਦੱਸੋ ਕੀ ਸਮੱਸਿਆ ਹੈ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ।		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 **
ਇਹ ਸੱਟ ਕਦੋਂ ਤੇ ਕਿਵੇਂ ਲੱਗੀ?		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 **
ਇਸ ਦਰਦ ਦਾ ਤੁਹਾਡੀ ਰੋਜ਼ਾਨਾ ਜ਼ਿੰਦਗੀ ਤੇ ਕੀ ਅਸਰ ਪੈ ਰਿਹਾ ਹੈ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ।		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 **
ਜੇ ਦਵਾਈ ਨਾਲ ਆਰਾਮ ਨਾ ਆਇਆ ਤਾਂ ਹਸਪਤਾਲ ਭੇਜ ਦੇਵਾਂਗਾ/ਦੇਵਾਂਗੀ। ਇਸ ਬਾਰੇ ਤੁਸੀਂ ਕੀ ਮਹਿਸੂਸ ਕਰਦੇ ਹੋ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ।		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 **

ਤੁਸੀਂ ਕੀ ਕੀ ਕੱਪੜੇ ਖ਼ੀਦਣੇ ਚਾਹੁੰਦੇ ਹੋ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ।		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 **
ਤੁਸੀਂ ਕਿੰਨੀ ਕੁ ਕੀਮਤ ਵਾਲੇ ਕੱਪੜੇ ਖ਼ੀਦਣੇ ਚਾਹੁੰਦੇ ਹੋ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ।		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 **
ਚਾਰ ਪੀਸ ਖ਼ੀਦੋਗੇ ਤਾਂ ਪੰਜਵਾਂ ਮੁਫਤ ਦੇਵਾਂਗੇ। ਇਸ ਔਫਰ ਬਾਰੇ ਤੁਹਾਡੇ ਕੀ ਵਿਚਾਰ ਹਨ? ਦੋ ਗੱਲਾਂ ਦੱਸੋ।		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 **
ਤੁਸੀਂ ਇਹਨਾਂ ਵਿੱਚੋਂ ਕਿਹੜੇ ਕੱਪੜੇ ਸਿਲਵਾਉਣੇ ਚਾਹੁੰਦੇ ਹੋ ਅਤੇ ਇਹ ਤੁਹਾਨੂੰ ਕਦੋਂ ਚਾਹੀਦੇ ਹਨ?		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 **

* - Minor error permitted in Quality of Language may contain one minor error.

** - Task completed without significant error –

GCSE PANJABI 2008 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 2008.

1 ARTICLES

- N/A for Punjabi

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 Punjabi 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 'ਹੈ', 'ਹਨ', 'ਹੋ' 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'