

GCSE 2004

June Series



Mark Scheme

Panjabi

(Listening)

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.

Further copies of this Mark Scheme are available from:

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LISTENING

Notes on the Marking Scheme

Non-verbal Answers

Follow the mark scheme as set out.

Verbal Answers (English or Target Language)

1. The basic principle of assessment is that candidates should gain credit for what they know, understand and can do. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or in the target language. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information without ambiguity.
 - (b) Where a candidate has given alternatives or additional information in answer, the following criteria should be applied:
 - if the alternative/addition does not contradict the key idea or make it ambiguous, accept;
 - if the alternative/addition contradicts the key idea or makes it ambiguous, reject.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one section, a candidate may include as part of the answer to one section the information required to answer another section. For instance, the information required to answer section (b) might be given as part of the answer to section (a). In such cases, credit should be given for having answered section (b), provided that no incorrect answer has been given for that section in the correct place.
 - (e) Where a question or part of a question carries more than one mark, candidates are given credit for all the correct answers they give, even if they have given incorrect answers as well, except where any of the latter contradicts a correct answer that they have given.
2. / means that these are acceptable alternative answers. (.....) means that this information is not needed for full marks.
3. In questions where candidates are asked to name, for example, three types of vegetable sold in the market, only the first three items they write down should be considered.
4. In multiple choice questions where candidates must choose one letter or number, they should automatically get no mark awarded if they give more than one. If the rubric instructs them to write one letter or number in the box and they do so, but write a second letter or number outside the box too, then the answer in the box should be considered.
5. No mark scheme can cover all possible answers. When in doubt:
 - look for the key idea, where this is appropriate.

Listening Test

Foundation Tier

| Question | Key Idea | Accept | Marks | Reject |
|------------------|--|--------------------------------|-------------|---------------|
| Section A | | | | |
| 1 (a) | Stomach ache | tummy | 1 | |
| (b) | Medicine for stomach ache | Medicine | 1 | |
| 2 (a) | Reading books | Reading | 1 | |
| (b) | Goes to Library | | 1 | Library |
| 3 (a) | Brother | | 1 | |
| (b) | Last Saturday | Saturday | 1 | |
| (c) | Too much fighting | | 1 | |
| Section B | | | | |
| | ਪ੍ਰਸ਼ਨ ਅਤੇ ਉੱਤਰ ਪੰਜਾਬੀ ਵਿੱਚ | | | |
| 4 | (ੳ) 3 (ਅ) 4 | | 2 | |
| 5 (ੳ) | 3 | | 1 | |
| (ਅ) | 2 | | 1 | |
| 6 (ੳ) | 2 | | 1 | |
| (ਅ) | 1 | | 1 | |
| (ੲ) | 4 | | 1 | |
| 7 (ੳ) | 2 | | 1 | |
| (ਅ) | 1 | | 1 | |
| 8 | ੳ) ਅਫਰੀਕਾ, ਪਿਛਲੇ ਸਾਲ ਅ) ਮੌਸਮ ਏ) ਉਸ ਨੂੰ ਪਸੰਦ ਸੀ, ਦਿਲਚਸਪ ਸੀ, ਚੰਗਾ ਸੀ । | ਘੁੰਮਣ ਫਿਰਨ ਦੁਬਾਰਾ ਜਾਣਾ ਹੈ । | 2 1 1 | ਚੰਗਾ |
| 9 | 3 | | 1 | |
| 10 (ੳ) | ਨਵੀਂ ਬਰਾਂਚ ਖੋਲ੍ਹਣ ਦੀ ਖੁਸ਼ੀ ਵਿੱਚ | | 1 | |
| (ਅ) | (ਸੀਤੇ ਸਿਲਾਏ) ਲੋਡੀਜ਼ ਸੂਟ, ਸਲਵਾਰ ਕਮੀਜ਼ ਬੱਚਿਆਂ ਦੇ ਕੱਪੜੇ, ਜੁੱਤੀਆਂ, ਸ਼ੂ | Any Two | 2 | ਕੱਪੜੇ, ਸੂਟ |
| (ੲ) | 50 ਪੈਂਡ ਦੀ ਸ਼ੌਪਿੰਗ (ਕਰਨ ਵਾਲਿਆਂ ਨੂੰ) | £50 | 1 | ਬਹੁਤੀ ਸ਼ੌਪਿੰਗ |
| 11 (ੳ) | ਅਗਲੇ ਸ਼ੁੱਕਰਵਾਰ ਨੂੰ | ਸ਼ੁੱਕਰਵਾਰ | 1 | |
| (ਅ) | ਸਿਨਮਾ ਦੇਖਣ ਜਾਣਾ ਹੈ, ਫਿਲਮ ਜਾਣਾ | | 1 | ਫਿਲਮ, ਸਿਨਮਾ |
| (ੲ) | (ਵਧੀਆ) ਘੜੀ | ਘੜੀ | 1 | |
| 12 (ੳ) | ਬੁਖਾਰ ਸੀ ਉਲਟੀਆਂ (ਵੀ ਆਉਂਦੀਆਂ ਸਨ) | ਬਿਮਾਰ ਸੀ | 2 | |
| (ਅ) | ਖਾਣ ਪੀਣ ਦੀਆਂ ਆਦਤਾਂ (ਖਰਾਬ ਹਨ) | ਚੰਗਾ ਖਾਣਾ ਨਹੀਂ ਖਾਂਦਾ | 1 | |
| 13 (ੳ) | ਸਮਾਂ ਬਹੁਤ ਲਗਦਾ ਹੈ, ਐਕਸੀਡੈਂਟ ਦਾ ਖਤਰਾ ਹੈ, ਟਰੈਫਿਕ ਬਹੁਤ (ਜ਼ਿਆਦਾ) ਹੁੰਦਾ ਹੈ । | Any Two | 2 | |
| (ਅ) | 4 ਘੰਟੇ ਲਗਦੇ ਹਨ, ਤੇਜ਼ ਚੱਲਦੀ ਹੈ, ਦੋ ਸਟੇਸ਼ਨਾਂ (ਤੇ ਹੀ ਰੁਕਦੀ ਹੈ), ਖਾਣਾ ਪੀਣਾ ਮੁਫਤ (ਫਰੀ) ਹੈ, ਛੇਤੀ (ਜਲਦੀ) ਜਾਂਦੀ ਹੈ, ਸਮਾਂ (ਟਾਈਮ) ਘੱਟ ਲਗਦਾ । | Any Two | 2 | ਦੋ ਸਟੇਸ਼ਨ |
| | | Total | 35 | |

Higher Tier

| Question | Key Idea | Accept | Marks | Reject |
|---------------------------|--|-------------------------------|------------------|-------------------------------|
| Section A | | | | |
| 1 (ੳ) | ਨਵੀਂ ਬਰਾਂਚ ਖੋਲ੍ਹਣ ਦੀ ਖੁਸ਼ੀ ਵਿੱਚ | | 1 | |
| (ਅ) | (ਸੀਤੇ ਸਿਲਾਏ) ਲੇਡੀਜ਼ ਸੂਟ, ਸਲਵਾਰ ਕਮੀਜ਼ ਬੱਚਿਆਂ ਦੇ ਕੱਪੜੇ, ਜੁੱਤੀਆਂ | Any Two | 2 | ਕੱਪੜੇ, ਸੂਟ |
| (ੲ) | 50 ਪੈਂਡ ਦੀ ਸ਼ੋਪਿੰਗ (ਕਰਨ ਵਾਲਿਆਂ ਨੂੰ) | £50 | 1 | ਬਹੁਤੀ ਸ਼ੋਪਿੰਗ |
| 2 (ੳ) | (ਅਗਲੇ) ਸੁੱਕਰਵਾਰ ਨੂੰ | ਸੁੱਕਰਵਾਰ | 1 | |
| (ਅ) | ਸਿਨਮਾ ਦੇਖਣ ਜਾਣਾ ਹੈ, ਫਿਲਮ ਜਾਣਾ | | 1 | ਫਿਲਮ, ਸਿਨਮਾ |
| (ੲ) | (ਵਧੀਆ) ਘੜੀ | ਘੜੀ | 1 | |
| 3 (ੳ) | ਬੁਖਾਰ ਸੀ, ਉਲਟੀਆਂ (ਵੀ ਆਉਂਦੀਆਂ ਸਨ) | ਬਿਮਾਰ | 2 | |
| (ਅ) | ਖਾਣ ਪੀਣ ਦੀਆਂ ਆਦਤਾਂ (ਖਰਾਬ ਹਨ) | ਚੰਗਾ ਖਾਣਾ ਨਹੀਂ ਖਾਂਦਾ | 1 | |
| 4 (ੳ) | ਸਮਾਂ ਬਹੁਤ ਲਗਦਾ ਹੈ, ਐਕਸੀਡੈਂਟ ਦਾ ਖਤਰਾ ਹੈ, ਟਰੈਫਿਕ ਬਹੁਤ (ਜ਼ਿਆਦਾ) ਹੁੰਦਾ ਹੈ । | Any Two | 2 | |
| (ਅ) | 4 ਘੰਟੇ ਲਗਦੇ ਹਨ, ਤੇਜ਼ ਚੱਲਦੀ ਹੈ, ਦੋ ਸਟੇਸ਼ਨਾਂ (ਤੇ ਹੀ ਰੁਕਦੀ ਹੈ), ਖਾਣਾ ਪੀਣਾ ਮੁਫਤ (ਫਰੀ) ਹੈ, ਛੇਤੀ (ਜਲਦੀ) ਜਾਂਦੀ ਹੈ, ਸਮਾਂ (ਟਾਈਮ) ਘੱਟ ਲਗਦਾ । | Any Two | 2 | ਦੋ ਸਟੇਸ਼ਨ |
| 5 (ੳ) | ਧਰਮ, ਸਭਿਆਚਾਰ, ਪਿਛੋਕੜ ਬਾਰੇ ਪਤਾ ਲਗਦਾ ਹੈ। ਨੌਕਰੀਆਂ ਮਿਲ ਸਕਦੀਆਂ ਹਨ, ਮਾਂ ਬੋਲੀ ਸਿੱਖਣੀ ਚਾਹੀਦੀ ਹੈ । | Any Two | 2 | |
| (ਅ) | Any reasonable opinion. | | 2 | |
| 6 (ੳ) | ਬੱਚਿਆਂ ਦਾ ਪ੍ਰੋਗਰਾਮ | | 1 | |
| (ਅ) | ਅੱਧੋ ਘੰਟੇ ਲਈ / 30 ਮਿੰਟ ਲਈ | | 1 | |
| 7 | ਉਸ਼ਾ - ਘਰ ਦੀ ਸਫਾਈ, ਕੱਪੜੇ ਧੋਣੇ ਹਰਦੇਵ - ਕਾਰ ਧੋਂਦਾ ਹੈ, ਬਗੀਚੇ ਵਿੱਚ ਕੰਮ ਕਰਦਾ ਹੈ ਰੀਟਾ - ਖਾਣਾ ਬਣਾਉਂਦੀ ਹੈ, ਭਾਂਡੇ ਧੋਂਦੀ ਹੈ ਜਸਪਾਲ - ਅਖਬਾਰ ਲਿਆਉਂਦਾ ਹੈ, ਖਿੜਕੀਆਂ ਸਾਫ ਕਰਦਾ ਹੈ | | 2 2 2 2 | |
| 8 (ੳ) | ਸਿਰ ਦਰਦ, ਬਕਾਵਟ, ਦਿਮਾਗ/ਕੰਨਾਂ ਨੂੰ ਨੁਕਸਾਨ, ਧਿਆਨ ਕਾਰ ਚਲਾਉਣ ਦੀ ਬਜਾਏ ਹੋਰ ਪਾਸੇ ਚਲਾ ਜਾਂਦਾ ਹੈ, ਐਕਸੀਡੈਂਟ ਦਾ ਖਤਰਾ | Any Two | 2 | |
| (ਅ) | ਪਾਬੰਦੀ ਲਾਉਣ ਬਾਰੇ ਵਿਚਾਰ ਕਰ ਰਹੀ ਹੈ, ਕਿਉਂਕਿ ਐਕਸੀਡੈਂਟ ਬਹੁਤ ਹੁੰਦੇ ਹਨ । | | 2 | |
| Section B | | | | |
| Answers in English | | | | |
| 9 (a) | Before partition the capital was Lahore, after independence a new capital was needed because Lahore is now in Pakistan | | 2 | |
| (b) | Open, neat and clean roads, big wide, spacious | | 1 | |
| (c) | For higher education. Good University there, good schools and colleges | | 1 | |
| (d) | To visit Rock Garden, Rose Garden, High Court, P. G. I. and Sukhna Lake. | Any Two | 2 | Beautiful or famous places |
| (e) | Any reasonable opinion | Any Two | 2 | Repeated answer |
| | | Total | 40 | |