

# GCSE 2004

## *June Series*



# Mark Scheme

## Panjabi

### *(Speaking)*

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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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Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA  
Tel: 0161 953 1170

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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

<u>Communication Mark</u>	<u>Range &amp; Complexity Mark</u>	<u>Pronunciation &amp; Accuracy Mark</u>
0	0	0
1	1 or 2 marks	1 or 2
2	2 or 3 marks 3 marks <b>must</b> include <b>two</b> of Past/Present/Future	Max 4
3	2, 3, 4 marks 3 marks <b>must</b> include <b>two</b> of Past/Present/Future  4 marks <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> opinion	Max 5
4	4, 5, 6 marks 4 marks or more <b>must</b> include Past <b>and</b> Present <b>and</b> Future <b>and</b> 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 (eg 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.

5

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 (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**

<b>Foundation Role-Play – Communication</b>	
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	

<b>Higher Role-Play – Communication and Quality of Language</b>	
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**

<b>Communication</b>	
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.

<b>Spontaneity and Fluency</b>	
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.

<b>Quality of Language</b>		
<b>Range &amp; Complexity</b>	<b>Marks</b>	<b>Pronunciation &amp; Accuracy</b>
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.

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

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

**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**

<b>Role Play 1</b>	<b>0</b>	<b>1</b>	<b>2</b>
Say you are going to the Nagar Kirtan.	ਨਗਰ ਕੀਰਤਨ	ਨਗਰ ਕੀਰਤਨ ਤੇ / ਨੂੰ	(ਮੈਂ) ਨਗਰ ਕੀਰਤਨ ਤੇ ਜਾ ਰਿਹਾ/ਰਹੀ ਹਾਂ ।
Say it will start from Singh Sabha Gurdwara.	ਗੁਰਦਵਾਰਾ	ਗੁਰਦਵਾਰੇ ਤੋਂ (ਸ਼ੁਰੂ ਹੋਵੇਗਾ) ।	(ਨਗਰ ਕੀਰਤਨ) ਸਿੰਘ ਸਭਾ ਗੁਰਦਵਾਰੇ ਤੋਂ (ਸ਼ੁਰੂ ਹੋਵੇਗਾ) ।
Say how long it will last.	Four hours	ਚਾਰ hours ਲਈ ।	(ਨਗਰ ਕੀਰਤਨ) ਚਾਰ ਘੰਟੇ ਲਈ (ਹੋਵੇਗਾ) ।
Ask if he/she would like to go to the Nagar Kirtan.	ਜਾਣਾ ?	ਤੁਸੀਂ ਚੱਲੋਗੇ ?	ਕੀ ਤੁਸੀਂ ਨਗਰ ਕੀਰਤਨ ਤੇ ਜਾਣਾ ਪਸੰਦ ਕਰੋਗੇ? ਤੁਸੀਂ ਚੱਲੋਗੇ ਜਾਂ ਆਉਗੇ ?

Role Play 2	0	1	2
Say you have a headache.	Headache	ਮੇਰੇ ਦਰਦ (ਹੋ ਰਿਹਾ) ਹੈ ।	ਮੇਰਾ ਸਿਰ ਦੁਖਦਾ ਹੈ ।
Say you don't feel like eating anything.		ਮੈਨੂੰ ਭੁੱਖ ਨਹੀਂ ( ਹੈ ) ।	ਮੇਰਾ (ਕੋਈ ਵੀ ਚੀਜ਼) ਖਾਣ ਨੂੰ ਦਿਲ ਨਹੀਂ ਕਰਦਾ।/ਮੈਨੂੰ ਭੁੱਖ ਨਹੀਂ ਲੱਗਦੀ ।
Say you have taken paracetamol tablets.	Paracetamol tablets	ਪੈਰਾਸੀਟਾਮੋਲ ਦੀਆਂ ਟੈਬਲੇਟ ਲਈਆਂ ਹਨ । ਪੈਰਾਸੀਟਾਮੋਲ ਲਈ ਹੈ ।	ਮੈਂ ਪੈਰਾਸੀਟਾਮੋਲ ਦੀਆਂ ਗੋਲੀਆਂ ਲਈਆਂ/ ਖਾਧੀਆਂ ਹਨ ।
Ask if you can take some time off school.		ਮੈਂ ਸਕੂਲ ਨਾ ਜਾਵਾਂ ? ਮੇਰਾ ਸਕੂਲ ਜਾਣ ਨੂੰ ਦਿਲ ਨਹੀਂ ਕਰਦਾ ।	ਮੈਂ (ਸਕੂਲ ਤੋਂ) ਥੋੜ੍ਹੇ ਚਿਰ ਲਈ ਛੁੱਟੀ ਕਰ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ? /ਲਵਾਂ ।

Role Play 3	0	1	2
Say you want a bag of potatoes.	A bag of potatoes	Potatoes ਦਾ ਬੈਗ ।	ਆਲੂਆਂ ਦਾ ਬੈਗ ( ਦਿਉ / ਚਾਹੀਦਾ ਹੈ ) ।
Say you want two kilos of rice.	Rice	ਦੋ ਕਿੱਲੋ rice (ਦੇ ਦਿਉ ।)	ਦੋ ਕਿੱਲੋ ਚੌਲਾਂ (ਦੇ ਦਿਉ ।)
Say you want five cartons of juice.		ਜੂਸ ਦੇ ਪੰਜ ਕਾਰਟਨ / ਜੂਸ ਦੇ ਡੱਬੇ	ਪੰਜ ਡੱਬੇ ਜੂਸ (ਦਿਉ ।)
Ask for the cost of a bag of chapatti flour.		ਚਪਾਤੀ ਫਲਾਉਰ ਦਾ ਬੈਗ ਕਿੰਨੇ ਦਾ ਹੈ ? / ਆਟਾ ਕਿੰਨੇ ਦਾ ਹੈ ?	ਆਟੇ ਦਾ ਬੈਗ ਕਿੰਨੇ ਦਾ ਹੈ ?

Role Play 4	0	1	2
Say you want to buy a return coach ticket.	ਟਿਕਟ	(ਕੋਚ ਦੀ) ਟਿਕਟ ਦਿਉ । (ਕੋਚ ਦੀ ) ਰਿਟਰਨ ਟਿਕਟ ਦਿਉ ।	(ਕੋਚ ਦੀ) ਇੱਕ ਵਾਪਸੀ ਟਿਕਟ ਦਿਉ ।
Say where and when you want to go.		when or where	Example: ਜਲੰਧਰ (ਲਈ ਤੇ) ਬੁੱਧਵਾਰ (ਨੂੰ ਜਾਣਾ ਹੈ ।)
Say when you will come back.	ਪਤਾ ਨਹੀਂ । Friday	Day, date or time ਛੇਤੀ ਵਾਪਸ ਆ ਜਾਵਾਂਗਾ ।	Example Day/week/time reference ਸ਼ੁੱਕਰਵਾਰ ਨੂੰ ਵਾਪਸ ਆ ਜਾਵਾਂਗਾ/ਜਾਵਾਂਗੀ । Two of day, date and time
Ask if you can pay by cheque.	ਚੈੱਕ	ਚੈੱਕ ਲੈ ਲਉ ।	ਮੈਂ ਚੈੱਕ ਨਾਲ ਪੈਸੇ ਦੇ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ? ਚੈੱਕ ਲੈ ਲਉਗੇ ?

Role Play 5	0	1	2
Say what your full name is.		ਮੇਰਾ (ਪੂਰਾ) ਨਾਮ ਸਤਨਾਮ ਹੈ । 1 <sup>st</sup> name only	(ਮੇਰਾ ਪੂਰਾ ਨਾਮ) <u>ਸਤਨਾਮ ਸਿੰਘ ਬੰਸਲ</u> ਹੈ । 1 <sup>st</sup> , middle and or surname
Spell out your first name in Panjabi.		Part correct letters and part correct symbols.	ਸ, ਤ, ਨਾ, ਮ Correct letters, main symbols correct
Say how old you are.		ਪੰਦਰਾਂ	( ਮੈਂ ) <u>ਪੰਦਰਾਂ ਸਾਲ</u> (ਦਾ ਹਾਂ) ।
Ask for an appointment with the nurse.		ਨਰਸ ਨੂੰ ਦੇਖਣਾ ਚਾਹੁੰਦਾ ਹਾਂ । ਜਾਂ ਅਪਾਂਇੰਟਮੈਂਟ ਚਾਹੀਦੀ ਹੈ ।	ਮੈਨੂੰ ਨਰਸ ਨਾਲ ਅਪਾਂਇੰਟਮੈਂਟ ਚਾਹੀਦੀ ਹੈ / ਦੇ ਦਿਉ ।



Role Play 6	0	1	2
Say you want to go out.		ਬਾਹਰ ਜਾਣਾ ।	ਮੈਂ <u>ਬਾਹਰ ਜਾਣਾ ਚਾਹੁੰਦਾ /ਚਾਹੁੰਦੀ ਹਾਂ</u> ।
Say where you would like to go.		ਸਿਨਮਾ ।	ਸਿਨਮਾ ਦੇਖਣ (ਜਾਣਾ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ )। ਸਿਨਮੇਂ ।
Say who you are going with.	ਫਰੈਂਡ	ਦੋਸਤਾਂ/ਸਹੇਲੀਆਂ ਨਾਲ । ਫਰੈਂਡ ਨਾਲ	ਦੋਸਤਾਂ / ਸਹੇਲੀਆਂ ਨਾਲ । (ਮੈਂ ਆਪਣੇ) <u>ਦੋਸਤ</u> ਮਨਮਿੰਦਰ <u>ਨਾਲ</u> (ਜਾਣਾ ਚਾਹੁੰਦਾ / ਚਾਹੁੰਦੀ ਹਾਂ ) ।
Ask for a lift back in the car.	ਲਿਫਟ ਦੇ ਦਿਉਗੇ ।	ਆਉਣ ਵੇਲੇ ਲਿਫਟ ਦੇ ਦਿਉਗੇ ?	ਤੁਸੀਂ ਮੈਨੂੰ ਕਾਰ ਵਿੱਚ ਚੱਕ ਲਵੋਗੇ / ਲੈ ਆਉਗੇ ।

**Higher Tier**

<b>Role Play 7</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Say when he/she bought the item and wants to return.		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 why he/she wants to return the item.		One detail only + verb Or Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Give two details of how he/she wants to resolve this.		One detail only + verb Or Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Give his/her views about the proposal.		One detail only + verb Or Two details only	Two 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

<b>Role Play 8</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Give two details about his/her favourite newspapers.		One detail only + verb Or Two details only	Two details + verb Or one detail + correct syntax + grammar **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Give two details about why he/she does not like reading Panjabi newspapers.		One detail only + verb Or Two details only	Two details + verb Or one detail + correct syntax + grammar **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Give two details about what improvements he/she would like to make to Panjabi newspapers.		One detail only + verb Or Two details only	Two details+ verb Or one detail + correct syntax + grammar **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Explain advantages of reading newspapers (two details).		One details only + verb Or Two details only	Two details + verb Or one detail + correct syntax + grammar **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **

<b>Role Play 9</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Describe how his/her shoulder is.		One detail only + verb OR Two details only	Two details+ verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Describe the effects of the medicine prescribed last time.		One detail only + verb OR Two details only	Two details+ verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Describe how he/she found the shoulder exercises.		One detail only + verb OR Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Give views about taking time off work and resting for the next two weeks.		One detail only + verb OR Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details+ verb + Correct grammar **

<b>Role Play 10</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Describe different types of pollution in India.		One detail only + verb OR Two details only	Two details+ verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details+ verb + Correct grammar **
Describe the reasons behind the pollution.		One detail only + verb OR Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details+ verb + Correct grammar **
Describe the effects of pollution on people's health.		One detail only + verb OR Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Give suggestions to prevent pollution.		One detail only + verb OR Two details only □□□□□□□□□□	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **

<b>Role Play 11</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Explain (two details) why these videos are made to accompany the songs.		One detail only + verb OR Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Describe his/her views about the quality of these videos.		One detail only + verb OR Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Describe the effect of these videos on the Panjabi culture.		One detail only + verb OR Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Give suggestions to improve the quality of these videos.		One detail only + verb OR Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details+ verb + Correct grammar **

<b>Role Play 12</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Describe what he/she understands by the term 'arranged marriage'.		One detail + verb Or Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Explain the differences between 'arranged marriage' and 'love marriage'.		One detail + verb Or Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Give views about which type of marriage is more successful and why.		One detail + verb Or Two details only	Two details + verb Or one detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
Say which type of marriage he/she would like and why.		One detail + verb Or Two details only	Two 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.

## GCSE PANJABI 2004 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 2005.

#### 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’, ‘ਰਨ’, ‘ਰੇ’ 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’