



# **General Certificate of Secondary Education**

## **Panjabi 3681**

**3681/S      Speaking**

## **Mark Scheme**

*2007 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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 <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 (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

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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	<b>Garden, Lilly</b>	<b>H</b>	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

<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.

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

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
<b>TOTAL</b>	<b>20</b>

**SCALING TABLES FOR ROLE PLAY AND PRESENTATION & DISCUSSION****ROLE-PLAY GRID**

<b>RAW MARK</b>	<b>SCALED MARK</b>
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**

<b>RAW SCORE FOR QUALITY OF LANGUAGE</b>	<b>SCALED MARK</b>
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**

<b>Role Play 1</b>	<b>0</b>	<b>1</b>	<b>2</b>
Say you have lost your mobile phone.		ਗੁਆਚ ਗਿਆ।	(ਮੇਰਾ ਮੋਬਾਇਲ) ਫੋਨ ਗੁਆਚ ਗਿਆ ਹੈ।
Say when and where you lost it.		ਕਦੋਂ/ਕਿੱਥੇ ?	ਕਦੋਂ ਅਤੇ ਕਿੱਥੇ।
Say what your mobile looked like.		ਕਾਲਾ।	ਕਾਲੇ ਰੰਗ ਦਾ ਸੀ।
Ask the teacher to help you find it.	ਹੈਲਪ ਕਰੋਗੇ ?	(ਮੇਰੀ) ਮਦਦ ਕਰੋਗੇ ?	(ਤੁਸੀਂ ਫੋਨ) ਲੱਭਣ ਵਿੱਚ ਮੇਰੀ ਮਦਦ ਕਰੋਗੇ ?

<b>Role Play 2</b>	<b>0</b>	<b>1</b>	<b>2</b>
Say how you are.		ਠੀਕ / ਠੀਕ ਨਹੀਂ।	(ਮੈਂ) ਠੀਕ ਹਾਂ। Accept a negative statement.
Say why you did not phone for so long.			ਮੈਨੂੰ ਸਮਾਂ(ਹੀ) ਨਹੀਂ ਮਿਲਿਆ। (example) or any appropriate response
Say when you are going to India.		ਐਤਵਾਰ / ਜੁਲਾਈ	ਮੈਂ ਅਗਲੇ ਮਹੀਨੇ ਇੰਡੀਆ ਆ ਰਿਹਾ/ਰਹੀ ਹਾਂ। / ਜੁਲਾਈ ਵਿੱਚ। (example)
Ask if he/she needs anything from England.		ਕੁਝ ਚਾਹੀਦਾ ਹੈ ?	ਤੁਹਾਨੂੰ (ਇੰਗਲੈਂਡ) ਤੋਂ ਕੁਝ ਚਾਹੀਦਾ ਹੈ ? ਤੁਹਾਨੂੰ ਇੱਥੋਂ ਕੁਝ ਚਾਹੀਦਾ ਹੈ ?

<b>Role Play 3</b>	<b>0</b>	<b>1</b>	<b>2</b>
Say where you want to go.			ਜੋਤੀ ਸਿਨਮੇ ਕੋਲ ਜਾਣਾ ਹੈ / ਟਾਊਨ ਜਾਣਾ ਹੈ।
Ask how much he/she will charge.		ਪੈਸੇ / ਕਿੰਨੇ ਪੈਸੇ ?	ਕਿੰਨੇ ਪੈਸੇ ਲੱਗਣਗੇ / ਕੀ ਲੈਣਾ ?
Say this is too much.		ਬਹੁਤ/ ਜ਼ਿਆਦਾ।	ਇਹ ਤਾਂ ਬਹੁਤ ਪੈਸੇ ਹਨ।
Say how much you want to pay.		ਦਸ	(ਮੈਂ ਤੁਹਾਨੂੰ) ਦਸ ਰੁਪਏ (ਦੇਵਾਂਗਾ/ਦੇਵਾਂਗੀ) ਜਾਂ ਦਸ ਪੈਂਡ।

<b>Role Play 4</b>	<b>0</b>	<b>1</b>	<b>2</b>
Say you are going to a birthday party.	Birthday	ਜਨਮ ਦਿਨ ਤੇ / ਪਾਰਟੀ ਤੇ / ਬਰਥਡੇ ਪਾਰਟੀ ਤੇ ।	ਮੈਂ ਜਨਮ ਦਿਨ ਦੀ ਪਾਰਟੀ ਤੇ ਜਾਣਾ ਹੈ।
Say whose birthday it is.		ਦੋਸਤ / ਸਹੇਲੀ ।	(ਮੇਰੇ)ਦੋਸਤ/ਸਹੇਲੀ ਦਾ (ਜਨਮ ਦਿਨ ਹੈ)।
Say when and where the party is.		ਕਦੇਂ/ਕਿੱਥੇ ?	ਅਗਲੇ ਸਨਿੱਚਰਵਾਰ ਦੋਸਤ/ਸਹੇਲੀ ਦੇ ਘਰ ਪਾਰਟੀ ਹੋਵੇਗੀ।
Ask for some money to buy a gift.		ਕੁਝ ਪੈਸੇ ਦਿਉਗੇ ? ਗਿਫਟ ਲਈ ਪੈਸੇ ਚਾਹੀਦੇ ਹਨ ?	ਤੁਸੀਂ ਤੋਹਫੇ ਲਈ ਮੈਨੂੰ ਕੁਝ ਪੈਸੇ ਦਿਉਗੇ / ਚਾਹੀਦੇ ?

<b>Role Play 5</b>	<b>0</b>	<b>1</b>	<b>2</b>
Say why you did not visit yesterday.		ਬਿਜ਼ੀ ਸੀ ।	(ਕੱਲ੍ਹ)ਸਾਡੇ ਪ੍ਰਾਹੁਣੇ ਆ ਗਏ ਸਨ ।
Ask for a hot drink with no sugar.		ਚਾਹ (ਦਾ ਕੱਪ) ਲੈ ਲਵਾਂਗਾ /ਲਵਾਂਗੀ।/ ਚਾਹ ਸ਼ੂਗਰ ਤੋਂ ਬਿਨਾ /ਕੋਈ ਗਰਮ ਚੀਜ਼ ਖੰਡ ਤੋਂ ਬਿਨਾ ।	ਚਾਹ (ਦਾ ਕੱਪ) ਖੰਡ ਤੋਂ ਬਿਨਾ ਲੈ ਲਵਾਂਗਾ/ਲਵਾਂਗੀ ।
Say no, you have just eaten.		ਨਹੀਂ ।	ਨਹੀਂ, ਮੈਂ ਖਾਣਾ ਖਾ ਲਿਆ ਹੈ ।
Ask if he/she would like to come to the park.		ਤੁਸੀਂ ਮੇਰੇ ਨਾਲ ਚੱਲੋਗੇ ?	ਤੁਸੀਂ ਮੇਰੇ ਨਾਲ ਪਾਰਕ ਨੂੰ ਚੱਲੋਗੇ ?

<b>Role Play 6</b>	<b>0</b>	<b>1</b>	<b>2</b>
Say what you would like to buy.		ਪਿਆਜ਼ ਦਿਉ ।	ਇੱਕ ਕਿੱਲੋ ਪਿਆਜ਼ ਦਿਉ ।
Say what else you would like to buy.		ਅਧਰਕ ਦਿਉ ।	ਅੱਧਾ ਕਿੱਲੋ ਅਧਰਕ ਦਿਉ ।
Ask for some red grapes.		ਅੰਗੂਰ ਦਿਉ ।	(ਕੁਝ) ਲਾਲ ਅੰਗੂਰ ਦਿਉ ।
Ask how much it all costs.		ਪੈਸੇ ? / ਕਿੰਨੇ ਪੈਸੇ ?	(ਸਾਰੇ) ਕਿੰਨੇ ਪੈਸੇ ਬਣੇ ? / ਕਿੰਨੇ ਪੈਸੇ ਹੋਏ ? / ਕੁਲ/ਸਾਰੇ ਕਿੰਨੇ ਪੈਸੇ?

**Higher Tier**

<b>Role Play 7</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Two details about the kind of programme you want to put on for the youth at Vaisakhi.		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 **
Say <b>when</b> the programme will be held and <b>how long</b> it will last.		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 **
Two details why the whole programme is not delivered in Panjabi.		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 **
Two details about the help he/she needs from the gurdwara.		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
Two details of his/her views about the food served in the school canteen.		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 **
Two details about the Headteacher's proposal to stop serving fizzy drinks and foods with high sugar content in the canteen.		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 **
Two details of his/her views about serving Asian foods in the canteen.		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 **
<b>What</b> he/she has for lunch normally and <b>why</b> .		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 **

<b>Role Play 9</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Two details of advice he/she has to offer.		<b>One detail only + verb</b> OR Two details only	Two full details + verb Or One detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
What to do to focus on study (two details).		<b>One detail only + verb</b> OR Two details only	Two full details + verb Or One detail + correct syntax + grammar + *	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
<b>Why</b> he/she is not in favour of your friend starting a job in the bank (two details).		<b>One detail only + verb</b> OR Two details only	Two full details + verb Or One detail + correct syntax + grammar + **	Two details + verb + Correct syntax *	Two details + verb + Correct grammar **
<b>What</b> kind of study his/her friend should take up (two details).		<b>One detail only + verb</b> OR Two details only	Two full 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>
Two details about the summer weather in Britain.		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 **
Two details about the winter weather in Britain.		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 **
What facilities there are in the house to cope with the cold (two details).		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 **
<b>Which season</b> he/she prefers and <b>why</b> .		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 **

<b>Role Play 11</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Two details about why he/she wants to be a teacher.		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 **
Two details about how he/she will cope with the workload.		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 **
How he/she will maintain good discipline in the classroom (two details).		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 **
What benefits pupils can gain from good discipline in the classroom (two details).		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 **

<b>Role Play 12</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Why he/she does not want to spend the summer holidays in the Panjab (two details).		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 **
What he/she will do in England for six weeks (two details).		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 **
What justification he/she will offer to the aunt (two details).		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 **
What he/she will do to get round the problem of being alone (two details).		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.

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## GCSE PANJABI 2007 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 2007.

#### 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'