



GCSE

PANJABI

8683/SH: Speaking Higher
Report on the Examination

8683/SH
June 2019

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2019 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General comments

The majority of centres managed well with the requirements of the new specification, which resulted in many well conducted tests.

The following report provides a comprehensive overview of the 2019 GCSE Panjabi Higher tier speaking test, both in terms of teacher conduct and student performance.

Tier of entry

There were some less able students entered at Higher tier who were unable to cope with some elements of the test. In particular, they struggled with the Role play or certain questions on the Photo cards. It is recognised that the unavailability of a mixed-tier entry means that such decisions are complex. It is important that centres recognise the complexity of such decisions and make adequate choices, allowing students to perform to their full potential.

Quality of Recording

Generally, tests were well conducted but some centres submitted inadequate recordings. The problem was usually caused by the tests being recorded at a very low volume such that they were virtually inaudible. In other cases, the teacher-examiner could be heard clearly but not the student. Please remember that teachers are used to projecting their voice and therefore are likely to be louder; the microphone should be positioned closer to the student and the sound level should be set according to the student's output. On other occasions, there was extremely intrusive electronic noise from the recorder which made marking challenging for the examiner. There were also USB/CD recordings that were empty and many that were not encrypted, despite the requirement for password protection.

Teacher Conduct

Test routine procedures

It is pleasing to note that many teacher-examiners conducted the tests in a highly professional way, strictly following the guidelines set out in the *Instructions for the Conduct of Examinations*. This allowed for efficient testing, something which puts the student at ease and helps the examiner at a later stage.

The prescribed combination of Role play, Photo card and General conversation in the AQA sequencing chart was followed by the vast majority of teachers. Unfortunately, there were a few instances of the wrong combination being used, resulting in the theme of the Photo card being duplicated in the General conversation. In such cases, students lost marks and the maximum mark for Communication in the General conversation that can be awarded is five out of a possible ten.

Unfortunately, there were also a few teacher-examiners who did not follow the speaking test procedures as laid out in the *Instructions for the Conduct of the Examinations*. First of all, the introduction to each student must include the number of the Role play, Photo card letter and nominated theme of General conversation. After starting the test, procedural issues should be announced succinctly in Panjabi, e.g. ਫੋਟੋ ਕਾਰਡ ਨੰਬਰ 9.

It is particularly important to announce a change of theme during the General conversation and under no circumstances should themes be mixed up or random/irrelevant questions on unrelated topics asked by the teacher-examiner.

In order to help students perform to the best of their ability, it is essential that teacher-examiners read the specification thoroughly and familiarise themselves with the requirements of the tests as laid out in the *Instructions for the conduct of the exam* and the speaking test training materials, both available on the AQA website. There were cases of irregularities in the conduct of the exam that impacted adversely on students' marks.

It is essential that teacher-examiners are sufficiently prepared and have the appropriate level of language to conduct the test. There were a few cases in which teacher examiners did not have adequate knowledge of Panjabi language.

Timings

Most students completed the Photo card task comfortably within the time limit. At Higher tier, where the time limit is three minutes, there were some cases in which all five questions were not asked within the time allowed. This was occasionally due to a very slow delivery by the student, but more often the result of too long and repetitive type of answers to the first three questions, especially the first question eliciting a description of the photo.

Many General conversations adhered to the minimum and maximum timings. On the other hand, there were some centres that had problems with timing of this part of the exam. As a result, one of the themes in General conversation or sometimes even both, did not meet the minimum time requirement of two and a half minutes on each theme. This had an impact on the mark awarded for Communication in that there was a reduction of two marks. There were a number of performances at Higher tier, that exceeded the seven minute maximum time limit. The centers are advised to make sure the time is spread evenly between two themes and note that the timing of the second General Conversation theme starts immediately the first question on that theme is asked. All time used up to this point is allocated to coverage of the first theme. Centres are also reminded that anything said by the student beyond the time limit is disregarded for assessment purposes. There were a few teacher examiners who conducted very long tests lasting well beyond fifteen minutes.

Conducting the Role play

In the Role play, the prescribed roles in the Teacher's Booklet were adhered to by most teachers. There were cases however, where teacher-examiners rewrote the Role play teacher script, added additional questions and any subsequent response by the student was invalidated. Teacher-examiners are reminded that the Panjabi phrases provided can only be changed if a student's response makes them inappropriate. Some teacher-examiners also asked questions which were not part of the script, asked the tasks in the wrong order or even omitted some of them, causing confusion for the student. In some Role plays, if a student gave a complete though incorrect answer to a question, the mark given was zero, even if the teacher-examiner then repeated the question and a correct answer followed. Some teacher-examiners pursued a correct answer in this way and at times it seemed to affect the student's confidence. However, when a teacher-examiner recognised that a student was starting to give a wrong answer and interjected by repeating the question, any subsequent correct answer was rewarded.

In the case of two-part unprepared questions, often ones requiring opinions and reasons, it is good practice to elicit the two elements separately. This was not done enough by teacher-examiners.

Also, many teacher-examiners prompted students to ask them the question task, but unfortunately some teacher-examiners provided key vocabulary at the same time which meant that students could not be credited. It was evident in some cases teacher examiners are deliberately providing contextual information that helps the student to form their answer. These responses were not awarded as the most of work was provided by the teachers.

Conducting the Photo Card Task

There were some occasions that an entire question was paraphrased in a permissible way, e.g. ਵਾਤਾਵਰਨ ਸਾਫ਼ ਰੱਖਣ ਲਈ ਲੋਕ ਕੀ ਕਰ ਸਕਦੇ ਹਨ? was replaced with ਵਾਤਾਵਰਨ ਸਾਫ਼ ਰੱਖਣ ਲਈ ਤੁਸੀਂ ਕੀ ਕਰ ਸਕਦੇ ਹੋ ਜਾਂ ਕਰਦੇ ਹੋ ? (Photo card D). Alongside this, there were many cases where attempts at paraphrasing did not retain the original meaning of the question and therefore invalidated any subsequent response by the student e.g. some teachers asked ਬੇਕਾਰ ਲੋਕਾਂ ਦੀ ਗਿਣਤੀ ਕਿਉਂ ਵਧ ਰਹੀ ਹੈ ? in stead of ਬੇਘਰ ਲੋਕਾਂ ਦੀ ਗਿਣਤੀ ਕਿਉਂ ਵਧ ਰਹੀ ਹੈ ? Some teacher-examiners introduced their own questions or added supplementary ones. As a result, students did not gain credit. There were also a few instances in which teacher-examiners asked only three questions instead of five which impacted on the mark which could be awarded.

Teacher-examiners are reminded that repetition of a question is allowed and that the original question can be paraphrased in the second asking; however, a full question must still be asked that retains its original meaning. The explanation leading to the response are not permitted and students will not get the credit for these. Moreover, the question should not be repeated if a complete response has been given by the student. In such cases, the student's answer to the repeated question is disregarded for assessment purposes.

Some teachers did not split two-part unseen questions, whilst others omitted to ask the second part. A significant number of teacher examiners read the questions rather than asking and prompting for the second part e.g. (Photo Card H) ਕੀ ਵਿਆਹ ਕਰਾਉਣਾ ਜ਼ਰੂਰੀ ਹੈ ? ਕਿਉਂ /ਕਿਉਂ ਨਹੀਂ ? teachers asked it together and some students got confused and missed the explanations of their reasons.

In the Teacher's Booklet, it states: *No supplementary questions must be asked.* Despite this clear instruction, a surprising number of additional questions were asked. Students' answers to such questions were not taken into account for assessment and reduced the amount of time available for the student to answer the prescribed questions as fully as possible.

Conducting the General Conversation

Almost all teacher-examiners conducted this part of the test very well. In some centres, teacher-examiners covered only one theme in the General Conversation or mixed up two themes, which impacted on student marks. There were regular instances of duplicating the theme from the Photo card in the General conversation, which reduced the marks available for Communication. For a large number of students, there was also an imbalance between the coverage of their nominated theme and that of the second theme. Teacher-examiners should ensure that at least a minute and a half is spent on each theme.

The style of questioning for less able students did not always allow them to perform to their full potential. Most teacher-examiners used the suggested questions in the Teacher's Booklet without consideration of the ability of a particular student. Many teacher-examiners used the same questions for each student, without using supplementary questions or requesting further clarification from the student. Teachers are reminded that these questions are guiding questions and these can be changed and adapted in accordance with student's interest and ability. There were also teachers using closed questions that have very limited usefulness, as they do not enable students to show their skills and knowledge of the Panjabi language. A small number of teachers did not only closed questions but explained the answer in their question by portraying a context leaving students no opportunity to expand on their answers.

In order to give the student the opportunity to demonstrate their ability to respond spontaneously, teacher-examiners should intervene and follow up what has been said, for example by seeking further detail, clarification, opinions or for lower ability students, simple queries or requests for further detail. There were instances when teacher-examiners asked questions that students had already discussed earlier in their responses.

Teacher-examiners are advised that there is no need to announce the full title of themes in the General conversation. In fact, this reduces the overall time available and limits the opportunity for students to demonstrate their ability and skills.

Another new aspect of the General conversation is the need to ask a question by the student. Most students either asked the question at a time of their choice, or it was elicited by the teacher at the end of the test. Unfortunately, this led to some questions not being asked within the maximum time limit and therefore the one-mark penalty being applied to the mark for Communication as outlined in the mark scheme. Teachers should encourage students to accomplish this routine task early in the General conversation to ensure it does not go beyond the time allowed. Teachers should also remember that they are allowed to prompt the student to ask a question by saying, e.g. ਕੀ ਤੁਸੀਂ ਮੈਨੂੰ ਕੁਝ ਪੁੱਛਣਾ ਹੈ ਜਾਂ ਕੀ ਤੁਸੀਂ ਕੋਈ ਗੱਲ ਜਾਂ ਪ੍ਰਸ਼ਨ ਪੁੱਛਣਾ ਚਾਹੁੰਦੇ ਹੋ ? Some teacher-examiners did it well, even though the students declared ਨਹੀਂ ਜੀ, at the first instance, but other teacher-examiners did not. Failure by the student to ask a question leads to a one mark reduction.

Questions were consistently asked that allowed students to give and explain opinions, necessary to gain access to the highest tier top band for Communication. At Higher tier, most students were given the opportunity to use all three time frames, thereby gaining access to the 9-10 band for Range and accuracy of language. There were a small number of tests where students did not get opportunities to use different time frames through the questions they were asked, which meant they were unable to gain higher than the 1-2 band. Teachers should prepare their questions allowing students to use three time frames clearly to get the maximum marks.

The biggest challenges in the new style of speaking test for teacher-examiners is the need to use a questioning technique that allows students to clearly demonstrate spontaneity and to manage the time effectively. Not all teacher-examiners created opportunities for a spontaneous conversation.

Student performance in the Role play

The Role plays tended to be done at least reasonably well. Most students were able to access the target language bullet points and were able to formulate an appropriate and concise response.

On occasions, some students gave far more information than was necessary to accomplish the task, which should be discouraged.

A significant number of students did not take into account the scenario from the introductory rubric which is there to help them. Students should be advised to read the scenario introduction carefully at the start of the Role play in their preparation time.

Most students were able to effectively formulate the question from the prompt words provided in the ? task, but in some cases used the inappropriate form of address. They had difficulties in addressing the teacher as ਤੁਸੀਂ/ਤੂੰ in the formal role plays. This was taken into account when awarding the mark for KUL (Knowledge and use of Language). There were occasions when students asked a totally random question, sometimes relating to the previous task, but not linked to the given cue which could not be credited.

The majority of students were able to respond appropriately to the unpredictable task which demonstrated their ability to deal with language in a spontaneous way.

All students need to familiarise themselves with the format and demands of the role plays and the meaning of ? and ! symbols in particular.

Specific Higher Tier Role play comments

Tasks that are not mentioned below were generally answered very well. The following tasks caused the most problems for students at Higher tier.

Role Play 7

This role play was about family members and almost all students did very well at this as it appeared to be very accessible. Failure to give two details in the first task led to some students only being awarded one mark.

Role Play 8

Many students were able to phrase a question about ? ਵਿਸਾਖੀ correctly in the question task, but some of the students could not use an appropriate grammatical structure and subject /verb agreement and formal address ਤੁਸੀਂ.

Role Play 9

Some students could not answer both part of question one which required ਤੁਹਾਨੂੰ ਇਸ ਸਾਲ ਛੁੱਟੀਆਂ ਕਦੋਂ ਤੇ ਕਿੰਨੀ ਦੇਰ ਲਈ ਹੋ ਰਹੀਆਂ ਹਨ ? and they provided one detail only. Some of the students talked about other aspects of the holiday rather than providing precise answer to the question.

Role Play 10

Some students found it difficult to answer question one in which they were to say that ਮੈਂ ਭਵਿੱਖ ਦੀ ਨੌਕਰੀ ਬਾਰੇ ਸਲਾਹ ਲੈਣੀ ਹੈ । ਜਾਂ ਮੈਨੂੰ ਭਵਿੱਖ ਦੀ ਨੌਕਰੀ ਚੁਣਨ ਲਈ ਸਲਾਹ ਅਤੇ ਸਹਾਇਤਾ ਚਾਹੀਦੀ ਹੈ । The question task in this role play was attempted well as it was based around part time jobs.

Role Play 11

Some students reduced their marks for giving wrong reasons why they wanted to be the leader of student council. Some could not understand the requirements of second task ਰੋਲ ਲਈ ਗੁਣ । There were also some misconceptions with the ! task, because students did not understand how to ask the question to seek support from the school.

Role Play 12

Some students repeated their response to task one and task 4 as they covered the healthy food in the first task. The question was well phrased by almost all students.

Student Performance in the Photo card

Generally, almost all students did very well at this task as it provided them a visual stimulus to talk

about. Students seemed well prepared for this part of the test. Most students gave a reasonably well-developed response to the first prepared question ਇਸ ਤਸਵੀਰ ਵਿੱਚ ਤੁਸੀਂ ਕੀ ਦੇਖਦੇ ਹੋ? Their replies were reinforced when the students used a set of phrases that can be used to describe the people, background, feelings and opinions with reasons.

Although development of responses is to be welcomed, students need to make sure that what they say still addresses the question of what can be seen in the photo. It is perfectly acceptable to give a personal opinion about an aspect of the picture, e.g. ਕੁੜੀ ਦੀ ਮਹਿੰਦੀ ਬਹੁਤ ਸੁਹਣੀ ਲਗਦੀ ਹੈ। (Photo Card H) ਸਾਰੇ ਵਿਦਿਆਰਥੀ ਪੜ੍ਹ ਰਹੇ ਹਨ ਲਗਦਾ ਹੈ ਕਿ ਇਮਤਿਹਾਨਾਂ ਦੀ ਤਿਆਰੀ ਕਰਦੇ ਹਨ। (Photo card L)

In order to score in the top band, students had to answer all questions clearly and develop at least three responses by using several clauses. The lack of development of answers in some cases made it impossible for some students to score high marks. There were a number of students who gave only short answers to the majority of questions, including a very brief description of the photo. It is understandable that the answers to the three prepared questions were usually more developed than those to the two unseen questions.

Most students were able to give and explain opinions and they justified their opinions with logical reasons and scored good marks at this part of the test.

Specific Higher Tier Photo card comments

Students usually found most photo stimuli and sets of questions to be equally accessible. The Photo card that students found the most challenging was Photo Card J on the sub-theme of global issues. The tasks present some linguistic and conceptual challenges. There were some teacher examiners who read the word ਬੇਘਰ as ਬੇਕਾਰ। However, teacher-examiners must be aware that these topics are in this specification and students must be prepared to encounter them in the speaking test.

The common issues were as follows:

Photo Card G

Some students talked about only sports grounds in task 2 but the task was requiring information on facilities. A significant number of students found task 4 very challenging as it was asking ਟੀਮ ਵਿੱਚ ਖੇਡੀਆਂ ਜਾਣ ਵਾਲੀਆਂ ਖੇਡਾਂ ਬਾਰੇ ਤੁਸੀਂ ਕੀ ਸੋਚਦੇ ਹੋ ਅਤੇ ਕਿਉਂ? Quite a few of them missed marks for not eliciting both details in the third task and mentioning only advantages or disadvantages of the team games. The last task in this photo card also appeared to be demanding.

Photo Card H

Some students gave quite broad responses to the second task. A They talked about their recent experience of attending a wedding in detail and as a result they could answer the question very well. Some students found it challenging to answer task 4 which required ਭਵਿੱਖ ਵਿੱਚ ਜਵਾਨ ਲੋਕ ਆਪਣੇ ਜੀਵਨ ਸਾਥੀ ਕਿਵੇਂ ਲੱਭਣਗੇ?

Photo Card I

Students found it very accessible to list the names of the food items. Almost all students did well in

all tasks.

Photo Card J

This photo card appeared to be challenging for students and they found it difficult to formulate their responses to task 2 and 5.

Photo Card K

This photo card was very accessible for almost all students as they were well prepared on this topic of Jobs, career choices and ambitions. They attempted all tasks very well.

Photo Card L

This Photo card was a accessible for students as they could relate to their own experience. For answering the question in task 5 they listed only advantages or only disadvantages of the going to university rather than giving their opinions.

General conversation

For most students, the General conversation element of the test was where they performed best. This was to be expected as it is the section with the greatest continuity from the previous specification.

Generally, students managed to maintain a conversation for the minimum amount of time across two themes. Most students tried to develop their responses, particularly to questions from the nominated theme. Students often gave and explained opinions in addition to basic information.

Many students used complex structures and vocabulary, which gave them access to the top marks for Range and accuracy of language. Overall students' vocabulary was mostly good.

There were also students with more limited vocabulary and their language was sometimes repetitive and conveyed only basic information. These students often mixed different time frames, noun cases and verb endings. A significant number of students had difficulties in using appropriate subject and verb combination, their sentence ending were incorrect as they were not clear whether to use **ਚੈ, ਹਾਂ, ਹਨ, ਹੋ** etc.

Finally, in some cases there was a noticeable issue with language accuracy when Panjabi sentence structure becomes an issue. Some unnatural word combinations or word order are common, which are direct copies from English.

Some students demonstrated the ability to incorporate a greater range of structure, including modal verbs and common subordinating conjunctions. However, in some cases, the potential mark for both Communication and Range and accuracy of language was lowered significantly by the frequency of serious errors that impeded the intended meaning.

The standard of pronunciation and intonation was usually very good or excellent and students often received high marks.

Advice to teachers

General

- Do a short test recording before the first student's test to check recording levels and clarity.
- Position the microphone or digital recorder so that it picks up both voices clearly. Examiners cannot mark what they cannot hear.
- The *Instructions for the Conduct of Examinations* document is available on the AQA website for each exam series. It is *essential* that you follow the instructions in that document.
- In the *Instructions* document, you are told how to introduce each student in English. This is what you should say at the start of the recording for every student: GCSE Panjabi examination, June (*year of exam*). Centre number ____, student number ____, student name ____. Role Play number ____, Photo Card letter ____, General Conversation theme chosen by student Theme (1, 2 or 3).
- Use Panjabi throughout the exam once you have introduced the student and his/ her Role Play and Photo card combinations and the nominated theme for the General conversation in English.
- Respond positively to what the students say, even if it is not very good. It will encourage them for the rest of the test.
- Practice pronunciation as often as possible.

Role play

- Keep to your script as laid out in the Teacher's Role. Not to do so will mean that the student's response will receive a mark of zero for Communication in that task.
- If you see that a student is starting to give the wrong answer to your question, stop him/her and repeat the question. Once the student completes an incorrect answer, a mark of zero for Communication is given for that task, even if you repeat the question and a correct answer is given subsequently.
- If a student asks for repetition of your question or if there is no answer, you may repeat the question.

Photo card

- You may paraphrase a question, provided the same meaning is maintained. However, be aware that if the meaning is changed, the student's response will not be credited. Examples of appropriate paraphrasing are provided in the published mark scheme.
- Ask all five questions in the Teacher's Booklet, but do not ask any follow up questions.
- Keep an eye on the timing. If a student's replies are very long and it looks as though you may not be able to ask the final question in the two minute maximum time, it may be better to interrupt an answer and ask the next question.

General conversation

- Encourage students to vary their language structures and vocabulary as much as possible. Opinions are the most obvious area to focus on – not everything has to be described as *ਘਸੰਦ, ਚੰਗੀ, ਮਾੜੀ, ਦਿਲਚਸਪ ਜਾਂ ਬੇਰਿੰਗ* and there are other ways to say *ਮੇਰੀ ਮਨਪਸੰਦ, ਮੈਨੂੰ ਪਿਆਰੀ ਲਗਦੀ ਹੈ*।
- Train students to give and justify opinions without necessarily being asked to do so. This

can form the basis of different starter activities.

- Be sensitive to the ability of the students – someone who struggles to describe his/her town is not going to be successful discussing more challenging aspects of the topic, e.g. the impact of global warming.
- Try to ask students questions that reflect their interests. Do not ask all students identical questions.
- In order to achieve a greater sense of spontaneity in the conversation, follow up a student's response by asking about what they have just told you.
- Announce the change of theme in Panjabi: ਆਉ ਗੱਲਬਾਤ ਪਹਿਲੇ ਵਿਸ਼ੇ ਤੇ ਕਰੀਏ ਜਾਂ ਹੁਣ ਤੁਹਾਡੇ ਦੂਜੇ ਵਿਸ਼ੇ ਤੇ ਗੱਲ ਕਰਦੇ ਹਾਂ।
- Keep a close eye on the time. If one of the themes lasts for less than 2 minutes and 30 seconds, there is a deduction of two marks for Communication.
- The maximum length of the General Conversation is seven minutes. Everything after that will *not* be marked.
- Remember to prompt the student to ask you a question if they do not do it without being asked. It is better to get them to ask you the question in their nominated theme so that you do not forget to do it later.
- If the first question the student asks you makes no sense, get them to ask you another one.

Advice to students

- Use the 12 minutes' preparation time wisely. You can write down exactly what you are going to say in the Role play tasks and in response to the three prepared questions on the Photo card.
- For the Photo card questions, try to prepare answers of at least three sentences, using a verb in each one.
- Listen carefully to the questions that your teacher asks you for the unprepared questions in the Role play and Photo card and to all questions in the General conversation.
- You can ask for repetition of a question in any part of the test, but make sure it is in Panjabi. You can say ਦੁਬਾਰਾ ਪੁੱਛੋ, ਜਾਂ ਇੱਕ ਵਾਰੀ ਫਿਰ ਪੁੱਛੋ, ਇੱਕ ਵਾਰੀ ਫਿਰ ਦੱਸੋ for example.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.