



GCSE
PANJABI
8683/LF

Paper 1 Listening Foundation Tier

Mark scheme

June 2021

Version: 0.1 Pre-Standardisation



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. 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 target language. A separate assessment of spelling, punctuation and grammar is not required 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 student has given alternatives or additional information in an answer, the following criteria should be applied: – if the alternative/addition does not contradict the key idea/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 (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.
2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../.. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. In questions which are T/F/? or ✓/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'ਠ' for ਠੀਕ in Section B, this should also be credited despite the wrong language being used.

7. The following general principles should be applied in relation to answers in the target language in Section B:

- A. Incorrect personal pronouns – accept (unless this causes ambiguity)
- B. Incorrect possessive adjectives – accept (unless this causes ambiguity)
- C. Wrong gender – accept (unless this causes ambiguity)
- D. Infinitive – will normally communicate without ambiguity, so should be accepted
- E. Wrong tense – accept as long as student comprehension is not in question
- F. Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

Question	Accept	Mark
01	A (Art)	1

Question	Accept	Mark
02	C (Maths)	1

Question	Key idea	Accept	Reject	Mark
03.1	cauliflower fritters	cauliflower pakorey	vegetable pakorey/onion bhaji	1

Question	Key idea	Accept	Reject	Mark
03.2	chicken (curry) and rice (both required)			1

Question	Accept	Mark
04.1	B (lazy)	1

Question	Accept	Mark
04.2	A (pleasant)	1

Question	Accept	Mark
04.3	B (He has brown eyes)	1

Question	Key idea	Accept	Reject	Mark
05	a run	a jog		1

Question	Key idea	Accept	Reject	Mark
06	a gift/present			1

Question	Key idea	Accept	Reject	Mark
07	the match			1

Question	Key idea	Accept	Reject	Mark
08.1	(an elderly people's) residence	an old people's home/care home		1

Question	Key idea	Accept	Reject	Mark
08.2	she has learnt a lot by looking after her grandmother	she has experience		1

Question	Key idea	Accept	Reject	Mark
09.1	give up dairy products		become a vegan	1

Question	Key idea	Accept	Reject	Mark
09.2	feels hungrier			1

Question	Key idea	Accept	Reject	Mark
10	listening to songs	should not listen to songs		1

Question	Key idea	Accept	Reject	Mark
11	(always) ride (the bike) on the left-hand side	cycle on the left side of the road		1

Question	Key idea	Accept	Reject	Mark
12	wear bright clothes	high-vis jacket/shiny clothes/reflective clothes		1

Question	Accept	Mark
13.1	H (Harveen)	1

Question	Accept	Mark
13.2	A (Amar)	1

Question	Accept	Mark
13.3	B (Baljot)	1

Question	Key idea	Accept	Reject	Mark
14.1	Advantage – (children) learnt about Guru Nanak Dev’s (life) Disadvantage – traffic stopped	traffic jam		2

Question	Key idea	Accept	Reject	Mark
14.2	Advantage – clean city Disadvantage – (increased) air pollution	a lot of smoke		2

Question	Accept	Mark
15.1	A (newspapers)	1

Question	Accept	Mark
15.2	B (old books)	1

Question	Accept	Mark
15.3	A (old clothes)	1

Question	Accept	Mark
16.1	D (Horror)	1

Question	Accept	Mark
16.2	B (Comedy)	1

Question	Accept	Mark
16.3	F (Romantic)	1

Question	Key idea	Accept	Reject	Mark
17	Past – used to go to beach/seaside Future – meeting Panjabi singers			2

Question	Accept	Mark
18	A, C, E, G (in any order) A (ਧਾਰਮਿਕ ਥਾਂ ਤੇ ਸ਼ਾਂਤੀ ਸੀ।) C (ਲੋਕ ਚੰਗੇ ਸਨ।) E (ਖਰੀਦਦਾਰੀ ਸਸਤੀ ਸੀ।) G (ਮੌਸਮ ਵਧੀਆ ਸੀ।)	4

Question	Accept	Mark
19.1	C (ਰੌਲਾ)	1

Question	Accept	Mark
19.2	B (ਕੂੜਾ)	1

Question	Accept	Mark
20.1	B (ਫੋਨ ਤੇ ਉਸਦੇ ਸੁਨੇਹੇ ਪੜ੍ਹ ਲੈਂਦੇ ਹਨ।)	1

Question	Accept	Mark
20.2	A (ਉਹ ਘਰ ਵਿੱਚ ਕਦੇ ਮਦਦ ਨਹੀਂ ਕਰਦਾ।)	1

Total marks = 40