
GCSE

PANJABI

(8683)

Specification

For teaching from September 2017 onwards
For exams in 2019 onwards

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at aqa.org.uk/8683
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for GCSE Panjabi

1.1.1 A specification designed for you and your students

We've worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their Panjabi language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

1.1.2 Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We're confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

You can find out about all our Panjabi qualifications at aqa.org.uk/languages

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

1.2.1 Teaching resources

Visit aqa.org.uk/8683 to see all our teaching resources. They include:

- sample schemes of work to help you plan for course delivery
- online progress tests to provide effective means of monitoring individual student progress
- resources to support teaching of grammar, translations and the exploitation of literary texts
- text book and digital resources endorsed by AQA
- training courses to help you deliver AQA Panjabi qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

Preparing for exams

Visit aqa.org.uk/8683 for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses

- Exampro: a searchable bank of past AQA exam questions
- example student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at aqa.org.uk/era

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at coursesandevents.aqa.org.uk

Help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8683

If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/from-2017

Alternatively, you can call or email our subject team direct.

E: mfl@aqa.org.uk

T: 01423 534 381

2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

2.1 Subject content

Students study all of the following themes on which the assessments are based.

[Theme 1: Identity and culture](#) (page 11)

[Theme 2: Local, national, international and global areas of interest](#) (page 11)

[Theme 3: Current and future study and employment](#) (page 12)

2.2 Assessments

GCSE Panjabi has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening
<p>What's assessed</p> <p>Understanding and responding to different types of spoken language.</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p>
<p>Questions</p> <p>Foundation Tier and Higher Tier</p> <ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally. • Section B – questions in Panjabi, to be answered in Panjabi or non-verbally.



Paper 2: Speaking
<p>What's assessed</p> <p>Communicating and interacting effectively in speech for a variety of purposes.</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
<p>Questions</p> <p>Foundation Tier and Higher Tier</p> <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <ul style="list-style-type: none"> • Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier). • Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier). • General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier).



Paper 3: Reading
<p>What's assessed</p> <p>Understanding and responding to different types of written language.</p>
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE
<p>Questions</p> <p>Foundation Tier and Higher Tier</p> <ul style="list-style-type: none"> • Section A – questions in English, to be answered in English or non-verbally. • Section B – questions in Panjabi, to be answered in Panjabi or non-verbally. • Section C – translation from Panjabi into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier).



Paper 4: Writing
What's assessed Communicating effectively in writing for a variety of purposes.
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)• 50 marks at Foundation Tier and 60 marks at Higher Tier• 25% of GCSE
Questions Foundation Tier <ul style="list-style-type: none">• Question 1 – message (student produces four sentences in response to a photo) – 8 marks.• Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks.• Question 3 – translation from English into Panjabi (minimum 35 words) – 10 marks.• Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks. Higher Tier <ul style="list-style-type: none">• Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.• Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks.• Question 3 – translation from English into Panjabi (minimum 50 words) – 12 marks.

3 Subject content

3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Panjabi is spoken.

3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points.

Topic 1: Me, my family and friends

- Relationships with family and friends.
- Marriage/partnership.

Topic 2: Technology in everyday life

- Social media.
- Mobile technology.

Topic 3: Free-time activities

- Music.
- Cinema and TV.
- Food and eating out.
- Sport.

Topic 4: Customs and festivals in Panjabi-speaking countries/communities

3.1.2 Theme 2: Local, national, international and global areas of interest

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points.

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work.
- Healthy/unhealthy living.

Topic 3: Global issues

- The environment.
- Poverty/homelessness.

Topic 4: Travel and tourism

3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics.

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

3.2 Scope of study

3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate

- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Panjabi into English.

3.2.4 Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language as appropriate, to note down key points, express and justify individual thoughts and points of view in order to interest, inform or convince
- translate sentences and short texts from English into Panjabi to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

3.3 Grammar

The grammar requirements for GCSE Panjabi are set out in two tiers: Foundation Tier and Higher Tier.

GCSE students will be expected to have acquired knowledge and understanding of Panjabi grammar during the course. In the exam, they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not inclusive. For structures marked (R), only receptive knowledge is required.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

3.3.1 Foundation Tier

3.3.1.1 Nouns

3.3.1.2 Gender

Single and plural forms.

Direct and oblique case forms.

3.3.1.3 Adjectives

'Black' (inflecting) and 'red' (invariable) adjectives

Attributive and predicative use of adjectives

Demonstrative- proximal ਇਹ and distal ਉਹ

Indefinite ਕੋਈ

Possessive: ordinary possessive adjectives and ਆਪਣਾ interrogative (ਕਿਹ ਤਾ, ਕਿ ਸਦਾ)

3.3.1.4 Adverbs

Interrogative (ਕਿੱਥੇ, ਕਿਵੇਂ, ਕਿਉਂ)

Adverbs of time and place (ਕਿਵੇਂ, ਕਿੱਥੇ)

Relative and correlative pairs (ਕਿਵੇਂ...ਕਿਵੇਂ...) (R)

Common adverbial phrases

Particles

ਹੀ, ਵੀ

ਤਾਂ (R)

3.3.1.5 Verbs

Personal forms

Subjunctive (ਜਾਵਾਂ, ਕਰਾਂ)

Ordinary imperative (ਜਾਹ, ਕਰ)

'Polite' imperative (ਜਾਈਂ, ਕਰੀਂ) (R)

Adjectival forms

Imperfect participle (ਜਾਂਦਾ, ਕਰਦਾ)

Perfect participle (ਗਿਆ, ਕੀਤਾ)

Potential participial (ਜਾਣਾ, ਕਰਨਾ)

Mixed forms

Subjective + ਗਾ ('future tense') (ਜਾਵਾਂਗਾ, ਕਰਾਂਗਾ)

Nominal forms

Gerund (ਜਾਣਾ)

Conjunctive participle; stem + ਕੇ (ਜਾ ਕੇ)

Use of adjectival forms of verbs as adjectives eg ਵਿਦਾ ਪਾਈ, ਟੁੱ ਕਟਆਲਾਸ (R)

Tense forms of (ਹੈ, ਸੀ)

Auxiliary verbs ਦੇ, ਲੈ, ਸਕਦੇ, ਚੁੱਕ, ਹੇ, ਰਹਿ

Causative forms (ਕਰਨਾ – ਕਰਾਉਣਾ – ਕਰਵਾਉਣਾ)

Imperfect forms of stem + ਈ (ਕਰੀਦਾ, ਜਾਈਦਾ, ਨੱਠੀਦਾ) (R)

Simple serial verb constructions eg ਜਾਂਦਾ ਸੀ, ਜਾ ਰਿਹਾ ਸੀ, ਜਾ ਰਿਹਾ ਹੋਵੇਗਾ

Simple passive structures with perfect participle + ਜਾ (ਕੀਤਾ ਜਾਣਾ, ਪੜ੍ਹਿਆ ਜਾਂਦਾ, ਰੱਖਿਆ ਜਾਵੇਗਾ)

Agreement of the verb with the subject or the object or no agreement

3.3.1.6 Postpositions

Simple postpositions (ਤੋਂ, ਨੂੰ, ਦਾ)

Use of adverbs of place as postpositions (ਉੱਤੇ, ਹੇਠਾਂ, ਸਾਹਮਣੇ)

Compound postpositions (ਦੇ ਹੇਠਾਂ, ਦੇ ਸਾਹਮਣੇ)

Emphatic use of compound postpositions (ਦੇ ਉੱਤੇ)

Case form of ਦਾ

Case forms and various uses ਵਾਲਾ

Coordinating conjunctions

(ਅਤੇ, ਪਰ)

Subordinators

(ਕਿਉਂਕਿ, ਜਦ, ਜਦੋਂ)

Numbers (cardinal and ordinal), quantity, dates and time

Fractional numbers

ਡੇਢ, ਢਾਈ, ਸਵਾ..., ਪੈਂਏ..., ਸਾਢੇ... (R)

3.3.2 Higher Tier

Students entering for Higher Tier assessments will be required to apply all grammar ad structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

3.3.2.1 Particles

ਤਾਂ

3.3.2.2 Verbs

Use of adjectival forms of verbs as adjectives eg ਵਗਦਾ ਪਾਈ, ਟੁੱਟਿਆ ਗਲਾਸ

'Polite' imperative (ਜਾਈਂ, ਕਰੀਂ)

Use of the potential participle to convey imperative meaning

Imperfect form of stem + ਈ (ਕਰੀਦਾ, ਜਾਈਦਾ, ਨੱਠੀਦਾ)

Durative/iterative forms with ਈ (ਕਰੀ ਜਾਓ, ਪੜ੍ਹੀ ਗਿਆ)

Auxiliary verbs ਆ, ਜਾ, ਰੱਖ, ਛੱਡ

Use of the imperfect participle to present 'contrary to fact' situations eg ਜੇ ਤੂੰ ਮਿਹਨਤ ਕਰਦਾ, ਤਾਂ ਪਾਸ ਹੋ ਜਾਂਦਾ

Longer serial verb constructions (ਜਾ ਰਿਹਾ ਹੋਵੇਗਾ, ਬਣਦਾ ਜਾ ਰਿਹਾ ਸੀ, ਲਿਖਿਆ ਪਿਆ ਸੀ, ਬਣਾਏ ਜਾਂਦੇ ਰਹੇ ਹਨ) (R)

Passive structures with perfect participle + ਹੋ (ਕੀਤਾ ਹੋਇਆ, ਧੋਤਾ ਹੋਇਆ, ਰੱਖਿਆ ਹੋਇਆ) (R)

Quasi-verb forms (ਬੈਠੇ- ਬਿਠਾਏ, ਚਲਦਿਆਂ-ਕਰਦਿਆਂ, ਕਰਦਿਆਂ ਹੋਇਆਂ) (R)

Complex sentences

More complex constructions involving the use of subordinators and relative pronouns, eg ਕਿਉਂਕਿ ਗੱਡੀ ਜਾ ਚੁੱਕੀ ਸੀ, ਇਸ ਕਰਕੇ ਮੈਨੂੰ ਟੈਕਸੀ ਫੜਨੀ ਪਈ; ਜਿਸ ਦੇ ਸਭ ਤੋਂ ਵੱਧ ਨੰਬਰ ਆਉਣਗੇ ਉਸ ਨੂੰ ਇਨਾਮ ਮਿਲੇਗਾ ।

3.4 Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic Panjabi, or which they themselves might need to use.

For this reason, the student will need to develop communication strategies that can be used to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

3.4.1 Ignoring words which aren't needed

Many texts contain words which are not essential for an understanding of the main points of the text. What is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another.

3.4.2 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures.

When reading and listening, students can learn to infer the meaning of new words from the verbal context. So, for example, someone who did not know the word ਦਰਖਤ might be able, after some appropriate practice, to deduce from the following context that it is some sort of tree:

ਇਸ ਦੀ ਲੱਕੜੀ ਨਾਲ ਮੇਜ਼ ਕੁਰਸੀਆਂ ਅਤੇ ਦਰਵਾਜ਼ੇ ਬਣਾਏ ਜਾਂਦੇ ਹਨ ।

or

ਇਸ ਦਾ ਫਲ ਬਹੁਤ ਮਿੱਠਾ ਹੁੰਦਾ ਹੈ ।

or

ਇੱਕ ਆਦਮੀ ਇਸ ਦੀ ਛਾਂ ਹੇਠਾਂ ਬੈਠਾ ਸੀ ।

or

ਹਰ ਰੋਜ਼ ਬਹੁਤ ਸਾਰੇ ਪੰਛੀ ਇਸ ਉੱਤੇ ਆ ਕੇ ਬੈਠਦੇ ਹਨ ।

3.4.3 Making use of grammatical markers and categories

Students will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns and verbs, the ways verbs change to form tenses, word order and other such features to help them to recognise to which category (verb, noun, adjective etc) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.

ਜਿਵੇਂ – ਕਿਤਾਬ ਪੜ੍ਹੀ, ਕਿਤਾਬਾਂ ਪੜ੍ਹੀਆਂ, ਮੈਂ ਇੱਕ ਦਿਲਚਸਪ ਕਿਤਾਬ ਪੜ੍ਹੀ ।

ਕਿਤਾਬ – noun, ਪੜ੍ਹੀ – verb, ਦਿਲਚਸਪ – adjective

Similarly, tense recognition – verb: ਜਾਣਾ

ਜਾਂਦਾ ਹੈ/ਜਾਂਦੀ ਹੈ (present)

ਗਿਆ ਜਾਂ ਗਈ (past)

ਜਾਵੇਗੀ ਜਾਂ ਜਾਵੇਗਾ (future)

3.4.4 Making use of the social and cultural context

Another aid to the drawing of correct inferences is for the students to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to anticipate words and their meaning, in a given context. This is one reason why it is important for a Panjabi course to develop awareness and understanding of countries and communities where Panjabi is spoken. Work along these lines would help students who have listened to a recording of a Panjabi speaking person using a plural form of the verb merely to show respect, to understand that, despite the use of plural verb, the subject is singular eg ਮੇਰੇ ਪਿਤਾ ਜੀ ਇੱਕ ਦਫਤਰ ਵਿੱਚ ਕੰਮ ਕਰਦੇ ਹਨ, ਪਰ ਮੇਰੇ ਮਾਤਾ ਜੀ ਸਾਰਾ ਦਿਨ ਘਰ ਹੀ ਰਹਿੰਦੇ ਹਨ । ਕੀ ਤੁਸੀਂ ਮੇਰੇ ਪਿਤਾ ਜੀ ਦੇ ਮਿੱਤਰ ਹੋ ?

3.4.5 Using common patterns with Panjabi

Knowledge of the following patterns of word formation in Panjabi can help to understand a text. Students should be able to make use of these patterns in both directions. The use of ਚੌੜਾ should permit understanding of ਚੌੜੀ, ਚੌੜੇ, ਚੌੜੀਆਂ

Examples include:

- ਨੌਕਰ, ਨੌਕਰਾਂ, ਨੌਕਰੀ, ਨੌਕਰੀਆਂ
- ਚੰਗਾ, ਚੰਗੀ, ਚੰਗੇ, ਚੰਗੀਆਂ
- ਗਰੀਬ, ਗਰੀਬੀ, ਗਰੀਬਾਂ
- ਭੁੱਖ, ਭੁੱਖਾ, ਭੁੱਕੇ, ਭੁੱਖੀ, ਭੁੱਖੀਆਂ
- ਪਿਆਸ, ਪਿਆਸਾ, ਪਿਆਸੇ, ਪਿਆਸੀ, ਪਿਆਸੀਆਂ
- ਸਫਲ, ਬੇਆਸ; ਸਮਝ, ਬੇਸਮਝ
- ਆਸ, ਬੇਆਸ
- ਕਾਮਯਾਬ, ਨਾਕਾਮਯਾਬ; ਧਰਮੀ, ਅਧਰਮੀ

3.4.6 Strategies specifically for reading and understanding

There are many English words which have been accepted in Panjabi and which are frequently used in written Panjabi. Students will be expected to understand and say these words with the correct pronunciation. For example, hospital is written in Panjabi as ਹਸਪਤਾਲ and is pronounced differently. There are many other English words which fall into a similar category. A few of these are listed below:

ਜਨਵਰੀ

ਫਰਵਰੀ

ਮਾਰਚ

ਅਪ੍ਰੈਲ

ਮਈ

ਸਤੰਬਰ

ਅਕਤੂਬਰ

ਨਵੰਬਰ

ਜੁਗਰਾਫੀਆ, ਰੈਕਟ, ਪਸਤੈਲ

For Panjabi students growing up in a British environment, there are some special Panjabi letters and sounds which are difficult to read and pronounce. For example, ਕਰ / ਘਰ; ਘੋਰਾ / ਘੋੜਾ / ਕੋਰਾ; ਝਾੜ / ਚਾਰ; ਸੱਠ / ਸੱਟ / ਸੱਤ; ਪੜ੍ਹਨਾ / ਪਰਨਾ

ਪੜ੍ਹਾਈ / ਪਰਾਈ; ਭੁੱਲ / ਪੁਲ; ਜਾਣ / ਜਾਨ; ਝੜਨਾ / ਝਰਨਾ / ਚਰਨਾ; ਪਰ / ਭਰ

A useful strategy for dealing with this kind of problem would be to present students with a list of words which cause such a difficulty.

3.4.7 Strategies specifically for listening and understanding

Strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, to look at unknown items at some leisure and to study the context.

In order to hear accurately students should have the specific differences of the spoken language brought to their attention. For students there are some Panjabi words which sound similar heard on a recording or when people use them. For example, the difference between the sound of ਤੇਰਾ and ਤੇਰਾਂ, ਸੱਤ and ਸੱਠ, and ਸਿਹਤ, ਸਹਿਤ or ਸਾਹਿਤ is not easily detectable.

However some of the general strategies for understanding listed above can, with practice, be used successfully in listening, namely:

- ignoring words which are not needed for successful completion of the task set
- using the (visual and) verbal context
- making use of the social and cultural context
- using common patterns within Panjabi.

3.4.8 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn – or forget – language items required by some test items, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

3.4.9 Non-verbal strategies

3.4.9.1 Pointing and demonstration

This may be accompanied by some appropriate language (eg ਉਂਗਲ ਨਾਲ ਇਸ਼ਾਰਾ ਕਰਕੇ ਜਾਂ ਹੱਥ ਲਾ ਕੇ ਕਹਿਣਾ - ਆਹ, ਔਹ, ਇਹ ਚੀਜ਼, ਜਿਵੇਂ ਔਹ ਹੈ, ਇਹੋ ਜਿਹਾ ਹੋਵੇ, ਬਿਲਕੁਲ ਉਸ ਵਰਗਾ, ਇੰਨਾ ਕੁ ਵੱਡਾ ਆਦਿ।)

3.4.9.2 Expression and gesture

This may be accompanied, where appropriate, with sounds (eg 'Oh!' which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration). ਹਾਏ, ਹੈਂ, ਵਾਹ ਆਦਿ ।

3.4.9.3 Mime

Mime, which again can be accompanied by appropriate sounds and language, can sometimes help communication to be maintained when it might otherwise break down eg ਕੀ ਮੈਂ ਤੁਹਾਡੀ ਮਦਦ ਕਰਾਂ? or with a suitable mime if one has forgotten words such as ਰੋਣਾ and ਮੁਸਕਰਾਹਟ ਜਾਂ ਸੰਗਣਾ. This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

3.4.9.4 Drawing

This can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (eg a diagram showing how to get from one point, such as a station, to another, for instance home).

3.4.10 Verbal strategies

3.4.10.1 Using a word which refers to a similar item

Using a word which refers to a similar item to the one the speaker/writer wishes to refer to, but for which he has forgotten the word eg ਕਿੰਨੇ ਘੰਟੇ for ਕਿੰਨੇ ਵਜੇ. This strategy is not always effective and its use would be assessed according to its effectiveness in a particular context.

3.4.10.2 Description of physical properties

This can be used to refer to something of which the name has been forgotten eg ਉਹ ਖਾਈਦਾ ਹੈ; ਬਹੁਤ ਵੱਡਾ ਸਾਰਾ ਗੋਲ ਹੁੰਦਾ ਹੈ; ਬਾਹਰੋਂ ਹਰਾ ਤੇ ਵਿੱਚੋਂ ਲਾਲ ਜਾਂ ਗੁਲਾਬੀ ਜਿਹਾ ।

The physical properties refer to colour, size, material, position and shape. The use of this strategy in an exam would be assessed according to its communicative effectiveness.

3.4.10.3 Requests for help

These can include requests for translation eg

ਕੰਧ ਜਾਂ ਫਰਸ਼ ਨੂੰ ਅੰਗਰੇਜ਼ੀ ਵਿੱਚ ਕੀ ਕਹਿੰਦੇ ਹਨ?

ਮੂਨ ਤੇ ਸਕਾਈ ਨੂੰ ਪੰਜਾਬੀ ਵਿੱਚ ਕੀ ਕਹਿੰਦੇ ਹਨ?

ਕੀ ਤੁਸੀਂ ਇਸ ਚੀਜ਼ ਦਾ ਨਾਮ ਮੈਨੂੰ ਦੱਸ ਸਕਦੇ ਹੋ?

ਮੈਨੂੰ ਪਤਾ ਨਹੀਂ ਕਿ ਇਸ ਦੇ ਸ਼ਬਦ-ਜੋੜ ਕਿਵੇਂ ਕਰਾਂ ।

It is clearly preferable to use such requests for help than for communication to collapse, and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should avoid taking over from the student and carrying out the task.

3.4.10.4 Simplification

This is when a student avoids the use of a form of which he/she is unsure (eg ਜੇ ਕੱਲ੍ਹ ਨੂੰ ਮੌਸਮ ਖਰਾਬ ਨਾ ਹੋਇਆ ਤਾਂ ਮੈਂ ਜ਼ਰੂਰ ਆਵਾਂਗਾ/ਆਵਾਂਗੀ ।) by using a form he/she finds simpler (eg ਕੱਲ੍ਹ ਨੂੰ ਠੀਕ ਰਿਹਾ ਤਾਂ ਫੇਰ ਆਵਾਂਗਾ ।).

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency, but if overused, this strategy may result in students failing to make full use of their capabilities.

3.4.10.5 Paraphrase

This is where the student uses words and messages in acceptable Panjabi, avoiding the use of words which he/she has forgotten, eg when he/she cannot remember the word ਕਿਰਾਏਦਾਰ and instead says ਉਹ ਇੱਕ ਕਮਰੇ ਵਿੱਚ ਰਹਿੰਦਾ ਹੈ ਅਤੇ ਇਸ ਦੇ ਪੈਸੇ ਦਿੰਦਾ ਹੈ । or when he/she cannot recollect the word ਕੁਆਰਾ and says ਉਸ ਦਾ ਹਾਲੇ ਵਿਆਹ ਨਹੀਂ ਹੋਇਆ ।

When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

3.4.10.6 Reference to specific features

Reference to specific features (eg ਉਹ ਇਮਾਰਤ ਜੋ ਲਾਲ ਪੱਥਰਾਂ ਦੀ ਬਣੀ ਹੋਈ ਹੈ ਜਿਸ ਦੀਆਂ ਚਾਰ ਮੰਜ਼ਲਾਂ ਹਨ , ਜਾਂ, ਉਹ ਮੁੰਡਾ ਜਿਸ ਨੇ ਨੀਲੀ ਪੱਗ ਬੰਨ੍ਹੀ ਹੈ ਅਤੇ ਕਾਲੀਆਂ ਐਨਕਾਂ ਲਾਈਆਂ ਹੋਈਆਂ ਹਨ ।) is often quite effective and its use would be assessed accordingly in an exam.

3.4.10.7 Reference to the function of an object

Reference to the function of an object and the actions that can be performed with it (eg ਚੰਗੇ ਹੋਟਲਾਂ ਵਿੱਚ ਖਾਣਾ ਖਾਣ ਤੋਂ ਬਾਅਦ, ਇੱਕ ਗਰਮ ਤੌਲੀਆ ਵੀ ਦਿੱਤਾ ਜਾਂਦਾ ਹੈ । ਇਹ ਗਰਮ ਪਾਣੀ ਵਿੱਚੋਂ ਕੱਢਿਆ ਹੁੰਦਾ ਹੈ ਅਤੇ ਹੱਥ ਮੂੰਹ ਸਾਫ ਕਰਨ ਲਈ ਹੁੰਦਾ ਹੈ) is a commonly used strategy which is usually effective in communicative terms.

Another strategy sometimes used by language students is word coinage, the creation of words based either on English or Panjabi words. This strategy usually produces words which do not exist in Panjabi or, if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and students would be well advised to use it only if all other strategies fail.

Another commonly used strategy is topic avoidance, when the student avoids or abandons a topic because of inability to deal with it. Use of this strategy in the exam will not allow the student to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the student's repertoire. It is a strategy which should be discouraged. A basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance, behaviour.

Evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively.

The development of such strategies cannot be seen as encouragement not to develop linguistic knowledge. Strategic competence is not a substitute for vocabulary learning, but a useful supplement. Indeed, all language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed. It is an important part of the teaching and learning process.

3.5 Vocabulary

The minimum core vocabulary lists are primarily intended as a guide for teachers to assist in the planning of schemes of work. The assessment tasks at Foundation Tier will require students to understand and respond to common or familiar and/or forms of words that are not on the vocabulary list. The assessment tasks at Higher Tier will require students to understand and respond to words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation Tier assessments. Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

3.5.1 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Section B of the listening and reading exams. The list is indicative, not exclusive.

Panjabi	English
ਤੁਸੀਂ ਇੱਕ ਹੀ ਨੰਬਰ ਦੁਬਾਰਾ ਵਰਤ ਸਕਦੇ ਹੋ ।	NB You can use the same number more than once.
ਇਹ ਕਿਹੜਾ ਵਿਅਕਤੀ ਹੈ? ਸਹੀ ਵਿਅਕਤੀ ਦਾ ਨਾਂ ਲਿਖੋ ।	Which person is it? Write the name of the correct person.
ਇਹ ਕੌਣ ਸੀ? ਸਹੀ ਆਦਮੀ ਦਾ ਨਾਂ ਲਿਖੋ ।	Who is it? Write the name of the correct person.
(ਦੋ) ਸਹੀ ਵਾਕ ਚੁਣੋ ।	Choose (two) correct sentences.
ਸਹੀ ਉੱਤਰ ਦੀ ਚੋਣ ਕਰੋ ।	Choose the correct answer.
ਪੰਜਾਬੀ ਵਿੱਚ ਪੂਰਾ ਕਰੋ...	Complete... in Panjabi.

Panjabi	English
ਸਾਰਣੀ ਪੂਰੀ ਕਰੋ ।	Complete the grid.
ਹੇਠ ਲਿਖੀ ਵਾਰਤਾ ਨੂੰ ਇਸ ਦੇ ਹੇਠਾਂ ਵਾਲੀ ਲਿਸਟ ਵਿੱਚੋਂ ਸ਼ਬਦਾਂ ਨਾਲ ਪੂਰਾ ਕਰੋ ।	Complete the following text with words from the list below.
ਸਹੀ ਸ਼ਬਦ ਦੇ ਸਾਹਮਣੇ ਵਾਲਾ ਨੰਬਰ ਖਾਨੇ ਵਿੱਚ ਲਿਖੋ ।	Write the number of the correct word in the box.
ਫੈਸਲਾ ਕਰੋ ਕਿ ਇਹ ਠੀਕ (ਠ), ਗਲਤ (ਗ), ਦੱਸਿਆ ਨਹੀਂ (?) ਹੈ । ਲਿਖੋ ਠ, ਗ, ਜਾਂ ? ।	Decide if it is True (ਠ) False (ਗ) or Not Mentioned (?). Write ਠ, ਗ or ?
(ਦੋ) ਵੇਰਵੇ ਦਿਉ ।	Give (two) details.
ਇਸ ਪੈਰੇ/ ਗੱਲਬਾਤ/ ਮੁਲਾਕਾਤ/ ਰਿਪੋਰਟ/ ਨੂੰ... ਸੁਣੋ ।	Listen to this passage/this conversation/this interview/this report...
ਸਹੀ ਨੰਬਰ ਹਰ ਖਾਨੇ ਵਿੱਚ ਲਿਖੋ ।	Write the correct number in each box.
ਸਹੀ ਨੰਬਰ ਖਾਨੇ ਵਿੱਚ ਲਿਖੋ ।	Write the correct number in the box.
ਸਹੀ ਨੰਬਰ ਹਰ ਖਾਨਿਆਂ ਵਿੱਚ ਲਿਖੋ ।	Write the correct numbers in the boxes.
ਸਹੀ ਵਿਅਕਤੀ ਦੀ ਪਛਾਣ ਕਰੋ ।	Identify the correct person.
ਪੂਰੇ ਵਾਕਾਂ ਵਿੱਚ ਲਿਖਣਾ ਜ਼ਰੂਰੀ ਨਹੀਂ ।	It is not necessary to write in full sentences.
ਪੜ੍ਹੋ...	Read...
ਇੱਕ ਹਾਂ ਪੱਖੀ/ ਨਾਂਹ ਪੱਖੀ ਫ਼ਾਇਦਾ/ ਨੁਕਸਾਨ ਲਿਖੋ	Mention one positive aspect/negative aspect/ advantage/disadvantage
ਹਾਂ ਪੱਖ ਲਈ, ਲਿਖੋ ਹ ਨਾਂਹ ਪੱਖ ਲਈ, ਲਿਖੋ ਨ ਹਾਂ ਪੱਖ ਲਈ ਅਤੇ ਨਾਂਹ ਪੱਖ ਲਈ, ਲਿਖੋ ਹ+ਨ	For a positive opinion, write (ਹ) For a negative opinion, write (ਨ) For a positive and negative opinion, write (ਹ+ਨ)
ਕਿਹੜਾ ਉੱਤਰ ਸਹੀ ਹੈ?	Which is the correct answer?
ਖ਼ਾਲੀ ਥਾਂ ਭਰੋ ।	Fill in the blanks.
ਇਨ੍ਹਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲਿਖੋ ।	Answer these questions.
(ਪ੍ਰਸ਼ਨਾਂ ਦੇ) ਉੱਤਰ ਪੰਜਾਬੀ ਵਿੱਚ ਲਿਖੋ ।	Answer (the questions) in Panjabi.
ਪ੍ਰਸ਼ਨ ਦੇ ਦੋਵੇਂ ਭਾਗਾਂ ਦਾ ਉੱਤਰ ਦਿਓ ।	Answer both parts of the question.
ਦੋ ਗੱਲਾਂ ਲਿਖੋ ।	Write two details.
ਦੋ ਕਾਰਨ ਲਿਖੋ ।	Give two reasons.

The following is a guide to the sort of rubrics and instructions which will be used in the writing exam. The list is indicative, not exclusive.

Panjabi	English
ਵਰਣਨ ਕਰੋ...	Describe...
ਲਿਖੋ...	Write...
ਪੰਜਾਬੀ ਵਿੱਚ ਲਗਭਗ 40 ਸ਼ਬਦ ਲਿਖੋ ।	Write approximately 40 words in Panjabi.
ਪੰਜਾਬੀ ਵਿੱਚ ਲਗਭਗ 90 ਸ਼ਬਦ ਲਿਖੋ । ਹਰ ਭਾਗ ਬਾਰੇ ਕੁਝ ਲਿਖੋ ।	Write approximately 90 words in Panjabi. Write something about each bullet point.
ਪੰਜਾਬੀ ਵਿੱਚ ਲਗਭਗ 150 ਸ਼ਬਦ ਲਿਖੋ । ਦੋਵਾਂ ਭਾਗਾਂ ਬਾਰੇ ਕੁਝ ਲਿਖੋ ।	Write approximately 150 words in Panjabi. Write something about both bullet points.
ਤੁਸੀਂ ਤਸਵੀਰ ਵਿੱਚ ਕੀ ਦੇਖਦੇ ਹੋ? ਪੰਜਾਬੀ ਵਿੱਚ ਚਾਰ ਵਾਕ ਲਿਖੋ ।	What do you see in the photo? Write four sentences in Panjabi.
ਉਲੇਖ ਕਰੋ...	Mention...

3.5.2 General vocabulary

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed in the specification.

3.5.2.1 Comparisons

Panjabi	English
ਉਸ ਵਰਗਾ	similar
ਵੱਖਰਾ	different(ly)
ਸਾਹਮਣੇ, ਉਲਟ	opposite
ਉਹੀ, ਦੇ ਬਰਾਬਰ	same, equal
ਉੱਚਾ; ਇਸ ਤੋਂ ਉੱਚਾ; ਸਭ ਤੋਂ ਉੱਚਾ	high; higher; highest
ਵਧੀਆ; ਇਸ ਤੋਂ ਵਧੀਆ; ਸਭ ਤੋਂ ਵਧੀਆ	good; better than this; best
ਚੰਗਾ; ਹੋਰ ਚੰਗਾ; ਬਹੁਤ ਚੰਗਾ	good; better; best
ਮਾੜਾ/ਭੈੜਾ; ਬਹੁਤ ਮਾੜਾ; ਸਭ ਤੋਂ ਮਾੜਾ	bad; worse; worst
ਜਿਵੇਂ ਕਿ	as ... as
ਉੱਨਾ ਹੀ	as much/many ... as

Panjabi	English
ਫਰਕ	difference
ਅਲੱਗ; ਵੱਖਰਾ; ਭਿੰਨ	different
ਤੁਲਨਾ ਲਈ	to compare
ਤੁਲਨਾ	comparison
ਵੱਡਾ; ਇਸ ਤੋਂ ਵੱਢਾ; ਸਭ ਤੋਂ ਵੱਡਾ	big; bigger than this; biggest
ਬਹੁਤ; ਵੱਧ/ਜ਼ਿਆਦਾ; ਸਭ ਤੋਂ ਜ਼ਿਆਦਾ	much; more; most
ਘੱਟ ਤੋਂ ਘੱਟ	(at) least
ਵੱਧ ਤੋਂ ਵੱਧ	most
ਨੀਵਾਂ; ਇਸ ਤੋਂ ਨੀਵਾਂ	low; lower than this
ਘੱਟ/ ਥੋੜ੍ਹਾ; ਸਭ ਤੋਂ ਘੱਟ	least; least of all
ਛੋਟਾ; ਉਸ (ਇਸ) ਤੋਂ ਛੋਟਾ	small; smaller than that (this)

3.5.2.2 Conjunctions

Panjabi	English
ਕਦੇ / ਜਦੋਂ	when
ਜਿਵੇਂ/ਜਿਵੇਂ ਕਿ	as if
ਪਹਿਲਾਂ	before
ਤੱਕ	until, to
ਕਿਉਂਕਿ	as, because
ਤਾਂ ਕਿ	so that, in order that
ਕਿਉਂਕਿ / ਜਿਵੇਂ ਕਿ	as, since
ਜਾਂ ... ਜਾਂ ਫਿਰ	either ... or ...
ਬਾਅਦ; ਬਾਅਦ ਵਿੱਚ	after, afterwards
ਸਿਰਫ ਇਹ ਹੀ ਨਹੀਂ ... ਪਰ ਇਹ ਵੀ	not only this ... but also
ਭਾਵੇਂ	whether

Panjabi	English
ਹਾਲਾਂਕਿ	although
ਉਸ ਸਮੇਂ ਤੋਂ	since that time
ਜੇਕਰ ... ਤਾਂ	if... then
ਦੋਵੇਂ ... ਅਤੇ	both ... and...
ਲਈ	(in order) to
ਜਦੋਂ	while
ਨਾ ... ਨਾ ਹੀ	neither ... nor
ਪ੍ਰੰਤੂ; ਪਰ	but
ਵੀ	also
ਅਚਾਨਕ	suddenly
ਇਸ ਕਾਰਨ	that is why
ਫਿਰ ਵੀ	even then
ਸ਼ਾਇਦ	perhaps; probably
ਬੇਸ਼ੱਕ	undoubtedly
ਥੋੜ੍ਹੀ ਦੇਰ ਲਈ	for a little while
ਜਦੋਂ (ਕਦੋਂ)	when (question)

3.5.2.3 Connectives

Panjabi	English
ਇਸ ਤੋਂ ਇਲਾਵਾ	apart from this
ਮੰਨ ਲਓ; ਫਰਜ਼ ਕਰੋ	assuming that
ਬਿਨਾਂ; ਹੋਰ ਇਹ ਕਿ; ਇਸ ਤੋਂ ਸਿਵਾਏ	besides, apart from, except
ਇਸ ਤੋਂ ਸਿਵਾਏ; ਇਸ ਤੋਂ ਅਗਾਂਹ	besides, furthermore
ਬਾਅਦ ਵਿੱਚ	afterwards
ਜਿਵੇਂ ਕਿ	that is (ie)

Panjabi	English
ਫਿਰ ਵੀ	nevertheless
ਇਸ ਲਈ, ਇਸ ਕਰਕੇ	therefore, because of that
ਪਹਿਲੀ ਗੱਲ	firstly
ਦੂਸਰੀ/ਦੂਜੀ ਗੱਲ	secondly
ਤੀਸਰੀ/ਤੀਜੀ ਗੱਲ	thirdly
ਅਸਲ ਵਿੱਚ, ਸੱਚੀਂ ਮੁੱਚੀਂ	actually, really
ਅੰਤ ਵਿੱਚ, ਇਸ ਦੇ ਉਲਟ	after all, on the contrary
ਫਿਰ ਵੀ	however
ਬਦਕਿਸਮਤੀ ਨਾਲ	unfortunately
ਕੁਦਰਤੀ	of course, naturally
ਬੇਸ਼ੱਕ/ਬਿਨਾ ਸ਼ੱਕ	without a doubt
ਅਖੀਰ ਵਿੱਚ, ਅੰਤ ਵਿੱਚ	eventually, in the end, finally
ਨਹੀਂ ਤਾਂ/ ਵਰਨਾ	otherwise, or else
ਹਰ ਹਾਲਤ ਵਿੱਚ, ਕਿਸੇ ਤਰ੍ਹਾਂ,	anyway, anyhow, in any case
ਇਸ ਵੇਲੇ	this time
ਜੇ ਇਸ ਤਰ੍ਹਾਂ ਹੋਇਆ	provided that
ਪਹਿਲਾਂ	(at) first
ਕੁਦਰਤੀ	by chance
ਲਗਾਤਾਰ	continuously

3.5.2.4 Prepositions

Panjabi	English
ਤੋਂ	from
ਉੱਤੇ, ਨੂੰ, ਵੱਲ, ਨੇੜੇ	at, to, on, close by
ਉੱਤੇ/ਉੱਪਰ	on, upon, onto, on top of

Panjabi	English
ਵਿੱਚੋਂ	out of
ਲਾਗੇ/ ਨੇੜੇ, ਤੇ	near, at
ਰਾਹੀਂ	through
ਨਾਲ	along
ਉਲਟ, ਦੁਆਲੇ	against, around
ਉਲਟ, ਪੁੱਠਾ	opposite
ਪਿੱਛੇ	behind
ਬਾਅਦ, ਤੇ, ਅਨੁਸਾਰ	after, to, according to
ਨਾਲ	next to
ਬਗੈਰ	without
ਉੱਤੇ/ਉੱਪਰ	over, above
ਆਲੇ ਦੁਆਲੇ, ਆਸੇ ਪਾਸੇ, ਤੇ	around, at
ਥੱਲੇ/ ਹੇਠਾਂ	under, below
ਤੋਂ, ਦੁਆਰਾ, ਦਾ ਦੀ, ਦੇ	from, by, of
ਸਾਹਮਣੇ, ਪਹਿਲਾਂ	in front of, before, ago
ਦੌਰਾਨ	during
ਇਸ ਕਰਕੇ	because of
ਨੂੰ, ਤੇ, ਲਈ	to, at, for
ਵਿੱਚਕਾਰ/ਦਰ ਮਿਆਨ	between

3.5.2.5 Negatives

Panjabi	English
ਬਿਲਕੁਲ ਨਹੀਂ	not at all
ਹੁਣ ਨਹੀਂ	no longer
ਕੁਝ ਨਹੀਂ	nothing

Panjabi	English
ਕਦੀ ਨਹੀਂ	never
ਨਾ ਤਾਂ....ਨਾ ਹੀ	neither... nor
ਕੋਈ ਨਹੀਂ	nobody
ਨਾ, ਨਹੀਂ	no...
ਹਾਲੇ ਨਹੀਂ, ਅਜੇ ਵੀ ਨਹੀਂ	not yet, still not

3.5.2.6 Alphabet

Students are expected to know the letters of the alphabet, including the five letters with the dot underneath.

Panjabi	English
ਅੱਖਰ	letter
ਸ਼ਬਦ	word
ਪੈਂਤੀ	Panjabi alphabet

3.5.2.7 Numbers

Students are expected to know the cardinal numbers 0–1,000 and the word for 150,250, a thousand, and 1,000,000 (Million).

They are also expected to know the ordinal numbers first–tenth.

3.5.2.8 Other expressions

Panjabi	English
ਦਰਜਨ	dozen
ਅੰਕ	number
ਜੋੜਾ/ਜੋੜੀ	pair
ਅੰਕੜੇ	figures
ਲਗਭਗ ਦਸ	approximately ten
ਲਗਭਗ ਵੀਹ / ਵੀਹ ਕੁ	approximately twenty
ਗੁਣਾ/ਗੁਣੇ	multiple of
ਅੱਧਾ	half

Panjabi	English
ਪੂਰਾ	full/complete
ਕਦੇ ਕਦੇ	sometimes

3.5.2.9 Money

Panjabi	English
ਪੈਸੇ/ਨਕਦ	cash
ਘੱਟ	less
ਸੈਂ	hundred
ਹਜ਼ਾਰ	thousand
ਲੱਖ	one hundred thousand
ਦਸ ਲੱਖ	ten hundred thousands
ਮਿਲੀਅਨ	million
ਨੋਟ	note
ਸਿੱਕਾ	coin
ਭਾਨ	small change
ਜੇਬ ਖਰਚ	pocket money
ਬਦਲਣਾ	to change

3.5.2.10 Question words

Panjabi	English
ਕਦੇ	When?
ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ	What sort/type of...?
ਕੀ	What?
ਕਿਹੜਾ	Which?
ਕੌਣ	Who?
ਕਿੰਨਾ ਚਿਰ / ਕਿੰਨਾ ਲੰਬਾ	How long?

Panjabi	English
ਕਿੰਨਾ/ਕਿੰਨੇ	How much/many?
ਕਿਵੇਂ/ ਕਿਸ ਤਰ੍ਹਾਂ	How?
ਕਿਉਂ	Why? How come ...?
ਕਿੱਥੇ	Where?
ਕਿੱਥੋਂ	Where from?
ਕਿਸ ਨਾਲ	What with?
ਕਿੰਨੇ ਵਜੇ	What time?
ਕਿਹੜੇ ਪਾਸਿਉਂ	From which direction?
ਕਿੰਨੀ/ਕਿਹੜੀ ਤਰੀਕ	Which date?
ਕਿਹੜਾ	Which?
ਕਿੰਨੇ ਵੱਜੇ ਹਨ/ਟਾਈਮ ਕੀ ਹੋਇਆ ਹੈ ?	What is the time?
... ਕਿੱਥੇ ਹੈ?	Where is?

3.5.2.11 Greetings and exclamations

Panjabi	English
ਸੁਭ ਇਛਾਵਾਂ	All the best/good luck
ਫਿਰ ਮਿਲਾਂਗੇ	See you later
ਮੁਆਫ ਕਰਨਾ	Excuse me/sorry
ਦਿਵਾਲੀ ਦੀ ਵਧਾਈ	Happy Diwali
ਵਧਾਈਆਂ/ ਮੁਬਾਰਕਾਂ	Congratulations
ਜੀ ਆਇਆਂ ਨੂੰ	Welcome
ਨਵਾਂ ਸਾਲ ਮੁਬਾਰਕ	Happy new year
ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਨਮਸਤੇ, ਹੈਲੋ	Greetings
ਧੰਨਵਾਦ/ ਸ਼ੁਕਰੀਆ	Thank you
ਕੱਲ੍ਹ ਨੂੰ ਮਿਲਾਂਗੇ	See you tomorrow

Panjabi	English
ਛੇਤੀ ਮਿਲਾਂਗੇ	See you soon
ਮੈਨੂੰ ਮਾਫ ਕਰਨਾ	Forgive me
ਕਿਰਪਾ ਕਰਕੇ/ਮਿਹਰਬਾਨੀ ਕਰਕੇ	Please
ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ	How are you
ਨਹੀਂ ਜੀ/ਹਾਂ ਜੀ	No/yes (politely)

3.5.2.12 Opinions

Panjabi	English
ਖਿਆਲ ਹੈ/ ਸ਼ੱਕ ਹੈ	idea, suspicion
ਮਜ਼ਾਕੀਆ	amusing, funny
ਸੁਖਾਵਾਂ/ ਮੰਨਣਯੋਗ	pleasant, agreeable
ਡਰ/ ਭੈਅ	to be afraid/scared
ਬੇਚੈਨ /ਫਿਕਰਮੰਦ	anxious, apprehensive
ਵਧੀਆ/ ਕਮਾਲ ਦਾ/ ਉੱਤਮ	excellent
ਅਰਾਮਦਾਇਕ/ ਸੁਖਾਵਾਂ	comfortable
ਬਿਲਕੁਲ/ ਪੱਕਾ/ ਯਕੀਨੀ	definite(ly)/certain(ly)
ਸਸਤਾ	cheap
ਬੇਵਕੂਫ	stupid
ਚੰਗਾ/ਵਧੀਆ	good
ਬਕਵਾਸ / ਫਜ਼ੂਲ	nonsense
ਬੇਈਮਾਨ	dishonest
ਸ਼ਰਾਰਤੀ / ਗੁੱਸੇਖੋਰ	naughty, angry
... (ਕਿਸੇ ਚੀਜ਼) ਦੇ ਹੱਕ ਵਿੱਚ	(to be) in favour of something
... (ਕਿਸੇ ਚੀਜ਼) ਦੇ ਵਿਰੁੱਧ	(to be) against/opposed to something
ਕੋਈ ਗੱਲ ਨਹੀਂ/ ਮੈਨੂੰ ਕੋਈ ਫਰਕ ਨਹੀਂ ਪੈਂਦਾ	it doesn't matter, it doesn't make any difference to me

Panjabi	English
ਸੋਚਣ ਵਾਲੀ ਗੱਲ	to think
ਉਦਾਸ	depressed
ਕਿਸੇ ਚੀਜ਼ ਤੋਂ ਤੰਗ ਆ ਜਾਣਾ/ ਉਕਤਾ/ਅੱਕ ਜਾਣਾ	to be fed up with something
ਸੌਖਾ	easy
ਪ੍ਰਭਾਵਸ਼ਾਲੀ	impressive
ਸਾਦਾ/ਸਧਾਰਨ	simple, simply
ਭਿਆਨਕ, ਡਾਢਾ, ਪਰਲੇ ਦਰਜੇ ਦਾ, ਡਰਾਉਣਾ	terrible, awful, appalling
ਇਹ ਠੀਕ/ ਸਹੀ ਨਹੀਂ ਹੈ	that's (not) right/correct
ਮੈਂ ਇਹ ਪਸੰਦ ਕਰਦਾ ਹਾਂ	I like it (it pleases me)
ਇਹ ਇਸ ਤੇ ਨਿਰਭਰ ਕਰਦਾ ਹੈ... ਜੇ ...	it depends on ..., whether ...
ਖੁਸ਼, ਪ੍ਰਸੰਨ	happy, glad, pleased
ਭਿਆਨਕ, ਡਰਾਉਣਾ	terrible, dreadful, awful
ਪਸੰਦ/ ਖੁਸ਼ ਕਰਨ ਲਈ	to like, to please
ਸੁਖਾਵੀਂ ਥਾਂ / ਸੁਖਦਾਇਕ/ ਅਰਾਮਦਾਇਕ	cosy, comfortable
ਅਨੰਦ ਲੈਣਾ/ ਸੁਆਦ ਲੈਣਾ	to enjoy
ਭਰੋਸਾ/ ਵਿਸ਼ਵਾਸ	to believe/trust
ਨਫਰਤ	to hate
ਸ਼ਾਨਦਾਰ/ ਠਾਠ-ਬਾਠ, ਸੱਜ-ਧੱਜ ਵਾਲਾ	marvellous, magnificent, glorious
ਸ਼ਾਨਦਾਰ, ਵਧੀਆ, ਕਮਾਲ ਦਾ	excellent, outstanding, amazing
ਵਿੱਚ ਦਿਲਚਸਪੀ	to be interested in
ਕੋਈ ਪਤਾ ਨਾ ਹੋਣਾ	to have no idea/no clue/no knowledge
ਸ਼ਾਨਦਾਰ, ਮਹਾਨ	brilliant, great
ਗੁੰਝਲਦਾਰ , ਪੇਚੀਦਾ	complicated
ਅੱਕ ਜਾਣਾ	to be bored

Panjabi	English
ਸੌਖਾ	easy
ਦਿਆਲੂ, ਪਿ ਆਰਾ, ਸੁਹਿਰਦ	kind, lovely, dear
ਪਿਆਰ/ ਪ੍ਰੇਮ ਕਰਨਾ	to love
ਦੁਸ਼ਟ/ ਬੁਰਾ/ ਮਾੜਾ	evil/bad
ਸੋਚਣਾ, ਵਿਚਾਰਨਾ	to think
ਖਿਆਲ, ਵਿਚਾਰ	opinion/views
, ਨਿਕੰਮਾ/ ਘਟੀਆ	rotten, lousy
ਸੰਭਵ	possible
ਕੋਸ਼ਿਸ਼ , ਯਤਨ	try, effort
ਔਖਾ, ਸਖਤ, ਕਰੜਾ, ਮਿਹਨਤ ਵਾਲਾ, ਮੁਸ਼ਕਲ	arduous, laborious, with difficulty
ਲਾਭਦਾਇਕ / ਫਾਇਦੇਮੰਦ	useful/beneficial
ਬੇਕਾਰ, ਨਿਕੰਮਾ	useless
ਵਧੀਆ, ਸ਼ਾਨਦਾਰ	great, fantastic
ਗੁੱਸੇ ਹੋਣਾ, ਖਿੜਣਾ	to be cross, annoyed
ਸ਼ਰਮਨਾਕ, ਸ਼ਰਮ/ ਦੁੱਖ ਦੀ ਗੱਲ	it's a shame/pity
ਭਿਆਨਕ, ਖੌਫਨਾਕ	terrible, horrible
ਔਖਾ/ਮੁਸ਼ਕਲ	difficult
ਕੋਮਲ, ਨਾਜ਼ੁਕ	sensitive
ਬੇਸ਼ੱਕ, ਯਕੀਨਨ	undoubtedly/surely
ਮਹਿੰਗਾ	expensive, dear
ਹੈਰਾਨ, ਅਚੰਭਾ	surprised
ਬੇਯਕੀਨੀ	unbelievable
ਅਸੰਭਵ	impossible
ਪੱਕਾ ਪਤਾ ਨਾ ਹੋਣਾ	unsure

Panjabi	English
ਸ਼ਾਇਦ	perhaps
ਪੂਰੀ ਤਰ੍ਹਾਂ	completely
ਪਹਿਲ ਦੇਣੀ/ਤਰਜੀਹ ਦੇਣੀ	to prefer
ਸ਼ਾਇਦ	probably
ਜ਼ਰੂਰੀ/ਮਹੱਤਵਪੂਰਨ	important
ਸੱਚੀ	real(ly)
ਬਹੁਤ ਚੰਗਾ	really good
ਸ਼ਾਨਦਾਰ, ਖੂਬਸੂਰਤ, ਬਹੁਤ ਸੁੰਦਰ	gorgeous, very beautiful
ਇੱਛਾ, ਚਾਹੁਣਾ	to wish
ਖੁਸ਼, ਸੰਤੁਸ਼ਟ	happy, content
ਸਹਿਮਤ ਹੋਣਾ/ਮੰਨਣਾ	to agree

3.5.2.13 Expressions of time

Seasons

Panjabi	English
ਰੁੱਤ	season
ਬਸੰਤ ਰੁੱਤ	Spring
ਗਰਮੀ ਦੀ ਰੁੱਤ	Summer
ਪਤਝੜ ਦੀ ਰੁੱਤ	Autumn
ਸਰਦੀ ਦੀ ਰੁੱਤ	Winter

Months of the year

Panjabi	English
ਸਾਲ/ ਵਰ੍ਹਾ	year
ਮਹੀਨੇ	month
ਜਨਵਰੀ	January

Panjabi	English
ਫਰਵਰੀ	February
ਮਾਰਚ	March
ਅਪ੍ਰੈਲ	April
ਮਈ	May
ਜੂਨ	June
ਜੁਲਾਈ	July
ਅਗਸਤ	August
ਸਤੰਬਰ	September
ਅਕਤੂਬਰ	October
ਨਵੰਬਰ	November
ਦਸੰਬਰ	December

The clock

Panjabi	English
ਪੂਰਾ/ਪੂਰੇ	exactly
ਅੱਧਾ	half
ਦੁਪਹਿਰ	midday
ਅੱਧੀ ਰਾਤ	midnight
... ਮਿੰਟ ਹੌਲੀ	minutes slow
... ਮਿੰਟ ਤੇਜ਼	minutes fast
ਸਮੇਂ ਸਿਰ, ਵੇਲੇ ਸਿਰ	punctual, on time
ਦੇਰ	late
ਘੰਟਾ	hour
ਕਲੋਕ, ਘੜੀ	clock, watch
ਕਿੰਨੇ ਵਜੇ, ਕਦੋਂ ?	at what time, when?

Panjabi	English
ਸਵਾ	quarter past
ਪੈਣੇ	quarter to
ਕਿੰਨੇ ਵੱਜੇ ਹਨ ?	what time is it?
ਸਮਾਂ	time

Other expressions of time

Panjabi	English
1-60+ ਤੱਕ ਗਿਣਤੀ	counting 1-60+
ਕਦੀ ਕਦੀ	now and again
ਸ਼ਾਮ	evening
ਸ਼ਾਮ ਨੂੰ	in the evenings
ਸ਼ੁਰੂਆਤ, ਸ਼ੁਰੂ	beginning, start
ਪਲ, ਉਸੇ ਵੇਲੇ ਹੀ	moment, instant
ਸਮਾਪਤ, ਖਤਮ	to be over, finished
ਜਲਦੀ	soon
ਫਿਰ	then
ਪਹਿਲਾਂ	before, (at) first
ਪਹਿਲਾਂ	the first/former
ਇੱਕ ਵਾਰ	once
ਅੰਤ /ਅਖੀਰ ਵਿੱਚ	finally/eventually
ਸਿਰਫ	only, just
ਤਕਰੀਬਨ, ਲਗਭਗ	almost, nearly/approximately
ਜਲਦੀ/ਛੇਤੀ	early/quickly
ਇਸ ਵੇਲੇ, ਵਰਤਮਾਨ	at present (time, tense), at the moment
ਅਖੀਰਲਾ	last

Panjabi	English
ਕੱਲ੍ਹ	yesterday
ਆਮ ਤੌਰ ਤੇ, ਸਧਾਰਨ ਤੌਰ ਤੇ	usually, normally
ਉਸ ਵੇਲੇ/ਹੁਣੇ, ਇੱਕ ਮਿੰਟ ਵਿੱਚ	immediately, in a minute
ਅੱਜ	today
ਅੱਜ ਕਲ	nowadays, these days
ਪਹਿਲਾਂ ਹੀ	in advance
ਹਮੇਸ਼ਾ	always
ਬਾਰ ਬਾਰ	repeatedly, again and again
ਦੌਰਾਨ, ਉੱਨੇ ਚਿਰ ਤੱਕ	during, in the meantime
ਸਦੀ	century
ਹੁਣ	now
ਹੁਣੇ ਹੁਣੇ	recently, lately
ਹੌਲੀ ਹੌਲੀ	slow(ly)
ਪਿਛਲਾ	last
ਵੇਲਾ, ਸਮਾਂ	time
ਵਾਰੀ	times
ਕਈ ਵਾਰੀ	sometimes
ਸੋਮਵਾਰ ਨੂੰ	on Mondays
ਕੱਲ੍ਹ ਨੂੰ	tomorrow
ਸਵੇਰੇ	morning
ਕਲ੍ਹ ਸਵੇਰੇ	tomorrow morning
ਰੋਜ਼ ਸਵੇਰੇ	in the mornings
ਹਰ ਸ਼ਾਮ	every evening
ਮਗਰੋਂ, ਬਾਅਦ ਵਿੱਚ	afterwards

Panjabi	English
ਦੁਪਹਿਰ ਤੋਂ ਬਾਅਦ	afternoon
ਅਗਲਾ	next
ਰਾਤ	night
ਰਾਤ ਨੂੰ	at night
ਅੱਜ ਰਾਤ ਨੂੰ	tonight
ਹੁਣੇ ਹੀ	recently
ਇੱਕ ਵਾਰ ਫਿਰ	once again
ਇੱਕ ਵਾਰ ਹੋਰ	once more
ਆਮ ਤੌਰ ਤੇ, ਸਧਾਰਨ ਤੌਰ ਤੇ	normally, usually
ਹੁਣ	now
ਅਚਾਨਕ	suddenly
ਨੇਮ ਨਾਲ	regular
ਜਲਦੀ	quick(ly)
ਪਹਿਲਾਂ ਹੀ	already
ਤੋਂ (ਸਾਲ, ਮਹੀਨੇ, ਘੰਟੇ, ਮਿੰਟ) ਲਈ	since, for (length of time)
ਸਿਰਫ ਕਦੀ ਕਦੀ	seldom, rarely
ਲਗਭਗ, ਤਕਰੀਬਨ	approximately
ਰੋਜ਼ਾਨਾ/ ਹਰ ਰੋਜ਼	daily
ਪਰਸੋਂ	the day after tomorrow
ਭੂਤਕਾਲ, ਪਹਿਲਾਂ	past (time, tense)
(ਹੁਣ ਤੱਕ) ਹੁਣੇ ਜਿਹੇ	(until now) recently
ਪਰਸੋਂ	the day before yesterday
ਪਹਿਲਾਂ	before(hand)
ਤੜਕੇ ਸਵੇਰੇ	early morning

Panjabi	English
ਅੱਜ ਸਵੇਰੇ	this morning
ਫਿਰ/ ਦੁਬਾਰਾ	again
ਵੇਲੇ	point in time
ਅਖੀਰ ਤੱਕ	until the end
ਭਵਿੱਖ (ਵਿੱਚ)	(in the) future (time tense)
ਮੌਜੂਦਾ	current
ਤੱਕ	until
ਹਫਤਾ	week
ਹਫਤਾ ਅੰਤ/ਵੀਕ ਐਂਡ	weekend
ਅਗਲੇ ਹਫਤੇ (ਮਹੀਨੇ, ਸਾਲ)	next week (month, year)
ਪਿਛਲੇ ਹਫਤੇ (ਮਹੀਨੇ, ਸਾਲ)	last week (month, year)
ਦੋ ਹਫਤੇ ਪਹਿਲਾਂ	two weeks ago

3.5.2.14 Location and distance

Panjabi	English
(ਦੇ) ਬਾਹਰ	outside (of)
ਨੇੜੇ	near
ਠਹਿਰਣ ਲਈ	to stay
ਇੱਥੇ	here
ਅੰਦਰ	inside, indoors
ਬਾਹਰ /ਬਾਹਰਵਾਰ	outside, outdoors
ਉੱਥੇ	over there
ਕੋਨੇ / ਖੂੰਜੇ ਵਿੱਚ	in the corner
ਦੂਰ, (ਬਹੁਤ) ਦੂਰ	distant, (far) away
ਸਿੱਧੇ	straight ahead

Panjabi	English
ਤੋਂ ਤੱਕ	to and fro
ਜਾਣਾ ਆਉਣਾ, ਵਾਪਸੀ ਟਿਕਟ	there and back, return (ticket)
ਬਹੁਤ ਨੇੜੇ	very close
ਲਾਗੇ/ਨੇੜੇ	nearby, close to
ਕਿਸੇ ਥਾਂ ਤੇ	somewhere
(ਵਿੱਚ) ਸਥਿਤ	to be situated (in)
ਮੀਲ	mile
ਉਸ ਦੇ ਵਿੱਚਕਾਰ	in the middle of
ਨੇੜੇ	near
ਕਿਤੇ ਵੀ ਨਹੀਂ	nowhere
ਉੱਪਰ	above, up
ਥਾਂ, ਜਗ੍ਹਾ	place
ਪਾਸੇ	side
ਹਰ ਥਾਂ	everywhere
ਥੱਲੇ, ਹੇਠਾਂ	at the bottom, below, down
ਅੱਗੇ	forwards
ਦੂਰ	away
ਚੌੜਾ	wide
ਪਿੱਛੇ	back
ਆਲੇ ਦੁਆਲੇ	around
ਟਾਊਨ ਸੈਂਟਰ	town centre
ਰਾਹੀਂ ਜਾਣਾ	going through
ਸਾਹਮਣੇ	in front of, opposite
ਸਭ ਪਾਸਿਆਂ ਤੋਂ	from all directions

Panjabi	English
ਹਰ ਪਾਸੇ ਤੋਂ	from every direction
ਕੁਝ ਪਾਸਿਆਂ ਤੋਂ	from a few directions
ਦੂਜੇ ਪਾਸੇ ਤੋਂ	from the other side
ਇੱਕ ਪਾਸੇ ਤੋਂ	from one direction
ਉਸ ਦੇ ਅੱਗੇ	further than that
ਪੇਂਡੂ ਇਲਾਕਿਆਂ ਵਿੱਚ	in the rural areas
ਸ਼ਹਿਰ ਦੇ ਬਾਹਰੀ ਇਲਾਕਿਆਂ ਵਿੱਚ	in sub urban areas
ਕਿਲੋਮੀਟਰ	kilometres
ਖੱਬੇ ਪਾਸੇ	left hand side
ਸੱਜੇ ਪਾਸੇ	right hand side
ਪੁੱਠੇ ਪਾਸੇ	opposite side
ਇੱਕ ਪਾਸੇ	one side
ਦੋਵੇਂ ਪਾਸੇ	both sides
ਉੱਤਰ (ਉੱਤਰੀ)	North (northern)
ਦੱਖਣ (ਦੱਖਣੀ)	South (southern)
ਪੂਰਬ (ਪੂਰਬੀ)	East (eastern)
ਪੱਛਮ (ਪੱਛਮੀ)	West (western)
ਇਲਾਕਾ	area
ਵੱਲ	towards
ਦੇਖਣ ਵਾਲੀਆਂ ਥਾਵਾਂ	places worth seeing

3.5.2.15 Weights and measures

Panjabi	English
ਸਾਰੇ/ਸਭ	all
ਦੋਨੋਂ/ ਦੋਵੇਂ	both

Panjabi	English
ਹਰ ਚੀਜ਼	everything
ਭਾਰ ਤੋਲਣਾ	to weigh
ਗਰਾਮ	grams
ਚੌੜਾ	wide, broad
ਲੰਬਾ	long
ਮੋਟਾ	thick, fat
ਪਤਲਾ	thin
ਮਧਰਾ	small height
ਲੰਬਾ	tall
ਥੋੜ੍ਹਾ	a little
ਥੋੜ੍ਹੇ ਜਿਹੇ, ਦੋ ਕੁ	a few, a couple
ਬਹੁਤ ਸਾਰੇ, ਬਹੁਤ	a lot of, lots
ਕੁਝ	some, a few
ਇਕੱਲਾ	single/alone
ਤਕਰੀਬਨ, ਲਗਭਗ	about, roughly
ਬੋਤਲ	bottle
ਸਾਰਾ	whole
ਪੂਰਾ	complete
ਕਾਫੀ	quite, enough
ਛੋਟਾ	small
ਬਹੁਤ ਜ਼ਿਆਦਾ	enormously
ਭਾਰ	weight
ਸਾਈਜ਼	size
ਤੰਗ	tight

Panjabi	English
ਕਾਰਡਬੋਰਡ ਦਾ ਡੱਬਾ	cardboard box
ਡੱਬਾ, ਕੇਸ, ਕਰੇਟ	box, case, crate
ਮੁਸਕਲ ਨਾਲ	hardly
ਖਾਲੀ	empty
ਹਲਕਾ	light
ਮਿਣਨਾ	measure
ਕਈ	several
ਮਿਣਨ ਲਈ	to measure
ਘੱਟ ਤੋਂ ਘੱਟ	at least
ਦਰਮਿਆਨਾ	medium-sized
ਨੀਵਾਂ	low(er)
ਉੱਚਾ	high(er)
ਪੈਕਿਟ	packet
ਪਾਰਸਲ	parcel
ਪੌਂਡ	pound
ਪ੍ਰਤੀ	per
ਇੱਕ ਚੌਥਾਈ	one fourth
ਲੀਟਰ	litre
ਡੱਬਾ, ਬਕਸਾ, ਪੈਕਟ	box, packet
ਟੁਕੜਾ	slice
ਭਾਰਾ	heavy
ਟੁਕੜਾ	piece
ਥੈਲਾ, ਝੋਲਾ, ਬੈਗ	bag
ਬਾਰੇ	about (something)

Panjabi	English
ਪੂਰਾ	full
ਥੋੜ੍ਹਾ, ਜ਼ਿਆਦਾ ਨਹੀਂ	little, not much

3.5.2.16 Shape

Panjabi	English
ਚੱਕਰ	circle
ਗੋਲ	round
ਚੌਰਸ	square
ਤਿਕੋਨਾ	triangular

3.5.2.17 Weather

Panjabi	English
ਬੱਦਲ	cloudy
ਬਿਜਲੀ ਚਮਕਦੀ ਹੈ।	it's lightning
ਬਰਫ ਪੈਂਦੀ ਹੈ।	it's snowing
ਬੱਦਲ ਗਰਜਦੇ ਹਨ।	it's thundering
ਠੰਡਾ	cold
ਗਿੱਲਾ	wet
ਗੜ੍ਹੇ ਪੈਂਦੇ ਹਨ।	it's hailing
ਸਲਾਭਾ	damp
ਜੰਮ ਜਾਣਾ	to freeze
ਤਾਜ਼ਾ	fresh
ਤੂਫਾਨ	thunderstorm
ਡਿਗਰੀ	degree
ਮੌਸਮ	weather
ਭਾਰੀ ਮੀਂਹ	heavy rain

Panjabi	English
ਸਾਫ਼	clear
ਅਸਮਾਨ	sky
ਜਲਵਾਯੂ	climate
ਸੂਰਜ	sun
ਤਾਪਮਾਨ	temperature
ਖੁਸ਼ਕ	dry
ਹਵਾ	air/wind
ਤੇਜ਼ ਹਵਾ	strong wind
ਚੰਗਾ/ਮਾੜਾ ਮੌਸਮ	good/bad weather
ਛਾਂ	shade
ਮੀਂਹ/ਵਰਖਾ	rain
ਕੇਹਰਾ ਪਿਆ ਹੈ	it's frosty
ਧੁੰਧ ਪਈ ਹੈ	it's foggy
ਮੌਸਮ ਖੁਸ਼ਕ ਹੈ	the weather is dr
ਸੁਹਾਵਣਾ ਮੌਸਮ	pleasant weather
ਅਸਮਾਨ ਸਾਫ਼ ਹੈ	the sky is clear
ਠੰਡ	cool
ਮੌਸਮ ਦਾ ਹਾਲ	weather forecast
ਚੰਦ	moon
ਤੂਫਾਨੀ	stormy

3.5.2.18 Access

Panjabi	English
ਮੁਫ਼ਤ	free
ਬੰਦ	closed

Panjabi	English
ਖੁੱਲ੍ਹਾ	open
ਬਾਹਰ (ਇਮਾਰਤ)	exit (building)
ਭਰਿਆ ਹੋਇਆ	occupied, engaged
ਦਾਖਲਾ	entry, entrance, admission
ਮਨਾਹੀ, ਮਨ੍ਹਾ, ਪਾਬੰਧੀ	forbidden

3.5.2.19 Correctness

Panjabi	English
ਝੂਠਾ, ਗਲਤ	false, wrong, incorrect
ਭੁੱਲ, ਗਲਤੀ	mistake, error
ਠੀਕ, ਸਹੀ	right, correct
ਠੀਕ ਕਰਨਾ, ਸੁਧਾਰਨਾ	to correct, to improve
ਬਹੁਤ ਕੰਮ	lot of work
ਬਹੁਤ ਨਹੀਂ ਹੈ	not a lot

3.5.2.20 Materials

Panjabi	English
ਸੂਤੀ, ਰੂੰ, ਕਪਾਹ	cotton
ਵਿੱਚ ਮਿਲਿਆ ਹੈ /ਦਾ, ਤੋਂ ਬਣਿਆ ਹੈ	to consist of, to be made of/from
ਲੋਹਾ	iron
ਲਕੜੀ	wood
ਚਮੜਾ	leather
ਗੱਤਾ	cardboard
ਰੇਸ਼ਮੀ	silk
ਪਦਾਰਥ, ਸਮੱਗਰੀ	material
ਉੱਨ	wool

Panjabi	English
ਸੋਨਾ	gold
ਚਾਂਦੀ	silver
ਸ਼ੀਸ਼ਾ	glass
ਕਾਗਜ਼	paper

3.5.2.21 Common abbreviations

Panjabi	English
ਰਲਿਆ/ਘੁਲਿਆ	mixed
ਤੇਜ਼ ਰੇਲਗੱਡੀ	fast train
ਸ਼ਾਮਲ	included
ਲੋਰੀ	HGV, lorry
ਪੋਸਟਕੋਡ	postcode
ਆਦਿ	etc, and so on
ਉਦਾਹਰਣ ਵਜੋਂ	eg, for example

3.5.3 Theme based vocabulary (Foundation Tier)

3.5.3.1 Identity and culture

Me, my family and friends

Panjabi	English
ਇੱਕਲਾ	alone
ਉਮਰ	age
ਪੁਰਾਣੇ ਰਿਵਾਜ ਦਾ	old-fashioned
ਖਿੜਿਆ ਹੋਇਆ	annoyed
ਅਕਾ ਦੇਣਾ, ਖਿੜਾ ਦੇਣਾ	to get on one's nerves
... ਨਾਲ ਬਣਦੀ ਹੈ	to get on (with)
ਵਰਗਾ ਲਗਦਾ ਹੈ।	to look like

Panjabi	English
ਪਛਾਣ ਕਾਰਡ	identity card
ਦਾਹੜੀ	beard
ਮਸ਼ਹੂਰ	famous
ਫੇਰਾ	visit
ਮਿਲਣ ਜਾਣਾ	to visit
ਪਹਿਲ ਦੇਣੀ	to prefer
ਪੁੱਛਣਾ	to ask
ਕਲਮੀ ਦੋਸਤ	pen-friend
ਐਨਕ	spectacles, glasses
ਮਤਲਬੀ	selfish
ਇਮਾਨਦਾਰ	honest
ਇਕਲੋਤਾ ਬੱਚਾ	only child
ਪੋਤਾ/ਪੋਤਰੀ	grandson (son's son)
ਪੋਤਾ/ਪੋਤਰੀ	granddaughter (son's daughter)
ਦੇਹਤਾ	grandson (daughter's son)
ਦੇਹਤੀ	granddaughter (daughter's daughter)
ਮਾਫ਼ੀ ਮੰਗਣੀ	to apologise
ਪਿਤਾ	father
ਸਾਥੀ	companion
ਆਗਿਆ ਦੇਣੀ	to allow
ਗੰਭੀਰ	serious
ਬਾਲਗ, ਜਵਾਨ	adult, grown-up
ਪਰਿਵਾਰ ਦਾ ਜੀਅ	member of the family
ਸਰਾਰਤੀ	cheeky

Panjabi	English
ਦੇਸਤੀ, ਮਿੱਤਰਤਾ	friendship
ਮਹਿਸੂਸ ਕਰਨਾ	to feel
ਖੁਆਉਣਾ	to feed
ਪੈਦਾ	born (on)
ਜਨਮ	birth
ਜਨਮ ਮਿਤੀ	date of birth
ਜਨਮ ਅਸਥਾਨ	place of birth
ਮਰੀਜ਼, ਸਹਿਣਸ਼ੀਲ	patient
ਭਾਵਨਾ	feeling
ਅਰਥ, ਕਮੀਨਾ	mean
ਪਸੰਦ	to like
ਤਲਾਕ	divorce
ਲਿੰਗ	sex, gender
ਵੱਖਰੇ ਹੋਣਾ	separated
ਸਿੱਧ	straight
ਖੁਸ਼	happy
ਕਾਰਨ	reason
ਚੰਗੇ ਸੁਭਾਅ ਦਾ	good natured
ਗੁੱਸੇਖੋਰ	bad tempered
ਖੁਸ਼ਮਿਜਾਜ਼/ਭੈੜਾ ਮਿਜਾਜ਼	to be in a good/bad mood
ਬਦਸੂਰਤ	ugly
ਵਿਆਹ ਕਰਨ ਲਈ	to marry
ਮਦਦ/ ਸਹਾਇਤਾ	help
ਵਿਆਹ/ ਸ਼ਾਦੀ	wedding

Panjabi	English
ਨਿਮਰਤਾ	polite
ਖੂਬਸੂਰਤ / ਸੋਹਣਾ	pretty
ਖੁਸਕਮਿਜਾਜ਼	humorless, no sense of humor
ਮਖੌਲੀਆ	humorous, witty
ਮੈਨੂੰ ਬਹੁਤ ਪਸੰਦ ਹੈ।	I like ... (very much)
ਚੰਗਾ ਨਹੀਂ ਲਗਦਾ/ਪਸੰਦ ਨਹੀਂ	I can't stand .../I don't like ...
ਜਵਾਨ	youth
ਮੁੰਡਾ	boy
ਜਾਣਦਾ (ਵਿਅਕਤੀ ਨੂੰ), ਵਾਕਫ਼	to know (a person)
ਜਾਨਣਾ	to get to know
ਮਖੌਲੀ, ਹਾਸਰਸੀ, ਅਜੀਬ / ਅਨੋਖਾ, ਵੱਖਰਾ	funny, comical, strange, odd
ਦੇਖਭਾਲ ਕਰਨਾ	to look after
ਚੁੰਮਣਾ	to kiss
ਜੀਣਾ, ਰਹਿਣਾ	to live
ਰੌਣਕੀ	lively
ਇੱਕਲਾ	single
ਲੋਕ	people
ਘੁੰਗਰਾਲੇ	curly
ਇਨਸਾਨ	human being
ਨਾਂ ਰੱਖਣਾ	to name, to call
ਕਿਸੇ ਨੂੰ ਖਿਝਾਉਣਾ	to get on someone's nerves
ਕੰਨ	ear
ਸਾਫ਼ ਸੁਥਰਾ	tidy, neat
ਸ਼ਖਸੀਅਤ	personality

Panjabi	English
ਪਾਸਪੋਰਟ	passport
ਚੁੱਪ, ਚੁਪਚਾਪ, ਸ਼ਾਂਤ	quiet, calm
ਸ਼ਰਮਿੰਦਾ ਹੋਣਾ	to be/feel ashamed
ਤਲਾਕ ਲੈਣਾ	to get divorced
ਮੁੱਛਾਂ	moustache
ਸ਼ਰਮੀਲਾ/ਸ਼ਰਮੀਲੀ	shy
ਖੁਦ/ਆਪ/ਆਪੇ	self
ਅਜ਼ਾਦ, ਸੁਤੰਤਰ	independent
ਦੇਖਭਾਲ ਕਰਨੀ	to care (for), to look after
ਨਿੱਕਾ /ਕੱਚਾ ਨਾਂ	nick name
ਕਦਮ	step
ਚੁੱਪ	quiet
ਬਹਿਸ/ਝਗੜਾ	argument
ਬਹਿਸ ਕਰਨੀ/ਝਗੜਾ ਕਰਨਾ	to quarrel, to argue
ਸਖਤ	strict
ਖੁਣਾਈ (ਚਮੜੀ ਤੇ)	tattoo
ਸੁਫਨਾ	dream
ਉਦਾਸ	sad
ਵੱਖਰਾ ਕਰਨਾ	to separate
ਕਿਸਮ	type
ਬੰਦਾ, ਆਦਮੀ	person, bloke
ਹਿੰਮਤੀ	adventurous
ਮਦਦ ਕਰਨੀ	to support
ਮਾਫ ਕਰਨਾ	to forgive

Panjabi	English
ਰਿਸ਼ਤੇਦਾਰੀ	relationship
ਵਿਆਹਿਆ / ਸ਼ਾਦੀਸ਼ੁਦਾ	married
ਕੁੜਮਾਈ / ਮੰਗਣੀ ਹੋਈ	to get engaged
ਮੰਗਿਆ ਹੋਇਆ / ਹੋਈ	engaged (to someone)
... ਨਾਲ ਬਣਦੀ ਹੈ।	to get on with
ਪਹਿਲਾ ਨਾਂ	first name
ਮਿਲਾਉਣਾ / ਵਾਕਫੀਅਤ ਕਰਾਉਣੀ	to introduce oneself
ਰੋਣਾ	to cry
ਮਖੌਲੀਆ	funny
ਰਹਿਣ ਦੀ ਥਾਂ	place of living
ਦੰਦ	tooth
ਇਕੱਠੇ	together
ਜੰੜੇ	twins

Technology in everyday life

Panjabi	English
ਛਾਪਣਾ	to print (out)
ਟੈਲੀਫੋਨ ਤੇ ਜਵਾਬ ਦੇਣ ਵਾਲੀ ਮਸ਼ੀਨ	(telephone) answering machine
ਫੋਨ ਕਰਨਾ	to call, to ring (phone)
ਵਰਤਣਾ	to use
ਵਰਣਨ ਕਰਨਾ	to describe (oneself)
ਅੰਕੜੇ	data
ਪ੍ਰਿੰਟਰ	printer
ਲੈਣਾ	to receive
ਵਿਕਾਸ ਕਰਨਾ	to develop

Panjabi	English
ਵਿਕਸਤ	developed
ਕੰਮ ਕਰਨਾ	to work, to function
ਖਤਰਾ	danger
ਸਬੰਧ ਰੱਖਣਾ	to belong (to)
ਡਾਊਨਲੋਡ	download
ਤੇ ਪਾਉਣਾ	upload
ਫੋਨ ਦੀ ਅਵਾਜ਼	ringtone
ਜਾਣਕਾਰੀ ਵਾਲਾ, ਆਦੇਸ਼ ਦੇਣ ਵਾਲਾ, ਵਿਦਿਅਕ	informative, instructive, educational
ਮਿਟਾਉਣਾ	to delete
ਸੰਚਾਰ / ਮੀਡੀਆ	media
ਰੁਬੇਲ, ਗਾਲੂ	abuse
ਗਾਲੂ ਕੱਢਨੀ, ਕੁਪੱਤ ਕਰਨੀ	to abuse
ਸੁਨੇਹਾ	messages
ਇੰਟਰਨੈਟ	net
ਨੈਟਵਰਕ	network
ਸ਼ਰਮਨਾਕ	embarrassing
ਕੈਲਕੁਲੇਟਰ	calculator (phone)
ਖਤਰਾ	risk
ਭੇਜਣਾ	to send
ਸਾਈਕਲ	bike
ਸੁਰੱਖਿਆ	protection
ਟੈਕਸਟ ਮੈਸਿਜ ਭੇਜਣਾ	to send an SMS/text message
ਚਲਾਉਣਾ	to ride
ਗਾਣੇ	songs

Free-time activities

Panjabi	English
ਇਕੱਠੇ	together
ਮਜ਼ਾ ਲੈਣਾ, ਮਨੋਰੰਜਨ ਕਰਨਾ	to have fun, to enjoy oneself
ਅਨਾਨਾਸ	pineapple
ਸ਼ੁਰੂ/ਆਰੰਭ ਕਰਨਾ	to start, begin
ਮੱਛੀਆਂ ਫੜਨੀਆਂ	to fish
ਸੰਤਰਾ	orange
ਖੁਰਮਾਨੀ	apricot
ਤਰਨ ਵਾਲੇ ਕੱਪੜੇ	swim suit
ਤਰਨ ਵਾਲਾ ਕਛਹਿਰਾ	swimming trunks
ਵਰਤਾਉਣਾ	to serve
ਸੇਵਾ	service
ਸ਼ਕਾਇਤ ਕਰਨੀ	to complain
ਹੁਕਮ ਦੇਣਾ	to order
ਪੈਸੇ ਦੇਣੇ	to pay
ਨਾਖ/ ਨਾਸ਼ਪਾਤੀ	pear
ਗੋਭੀ ਦਾ ਫੁੱਲ	cauliflower
ਫਲੀਆਂ	bean
ਭੁੰਨਿਆ ਮੁਰਗਾ	roast chicken
ਤਲੀਆਂ ਹੋਈਆਂ ਚੀਜ਼ਾਂ	fried food
ਦਬਾਉਣਾ	press
ਪਿਆਸ	thirst
ਪਿਆਸੀ/ਪਿਆਸਾ	thirsty
ਆਂਡਾ	egg
ਦਾਖਲਾ ਮੁਫਤ	admission free

Panjabi	English
(ਦਾਖਲਾ) ਟਿਕਟ	(admission) ticket
ਮਠਿਆਈ (ਹਲਵਾਈ) ਦੀ ਦੁਕਾਨ	Indian sweet shop
ਮਟਰ	pea
ਰਸਭਰੀ	strawberry
ਕਸਰਕਾ	vinegar
ਚਿੜੀ ਛਿੱਕਾ	badminton
ਮਗਰ ਲੱਗਣਾ	to follow
ਦੇਖਦੀ	watches
ਬਾਹਰਵਾਰ ਤਰਨ ਵਾਲਾ ਤਲਾਅ	outdoor swimming pool
ਫਲਾਂ ਦਾ ਰਸ	fruit juice
ਤਰ	cucumber
(ਦਲੀਆ) ਜੌਂ	(porridge) oats
ਅੰਦਰਵਾਰ ਤਰਨ ਵਾਲਾ ਤਲਾਅ	indoor swimming pool
ਸਖਤ/ ਅੱਖਾ	hard
ਬਹਿਰਾ	waiter!
ਪਕੜਨਾ, ਜਾ ਕੇ ਲਿਆਉਣਾ	to fetch, to get
ਕ੍ਰਿਕਟ ਖੇਡਣਾ	playing cricket
ਦਿਲਚਸਪੀ ਹੋਣਾ	to be interested in
ਚਾਹ/ ਕੋਫੀ	pot (tea, coffee)
ਆਲੂ	potato
ਪਨੀਰ	Indian cheese
ਬਿਸਕੁਟ	biscuits
ਚੈਰੀ	cherry
ਚੜ੍ਹਨਾ	to climb

Panjabi	English
ਨੈੱਟਬਾਲ	netball
ਬਹੁਤ ਸੁਆਦ	delicious
ਹੱਸਣਾ	to laugh
ਦੌੜਨਾ	to run
ਸੁਆਦ	tasty
ਸਿਨੇਮੇ ਦਾ ਵੱਡਾ ਪਰਦਾ	(big) screen (in cinema)
ਪ੍ਰੇਮ ਕਹਾਣੀ ਦੀ ਫਿਲਮ	film with a love story
ਗਾਣਾ	song
ਕੁਝ ਕਰਨ ਨੂੰ ਦਿਲ ਕਰਨਾ	to feel like doing something
ਜੀਅ	member
ਖਬਰਾਂ	news
ਮਿੱਠਾ ਭੋਜਨ	dessert
ਪਾਸਟਾ	noodles, pasta
ਸੁੱਕਾ ਮੇਵਾ	nut
ਫਲ	fruit
ਤੇਲ	oil
ਮਿਰਚ	pepper
ਆੜੂ	peach
ਆਲੂਬੁਖਾਰਾ	plum
ਖੁੰਬਾਂ	mushroom
ਚੌਕਲੇਟ (ਦਾ ਡੱਬਾ)	chocolate (in a box of chocolates)
ਮੁਰਗਾ / ਮੁਰਗੀ	chicken
ਬਿੱਲ	bill
ਦੌੜਨਾ	to run

Panjabi	English
ਸੁੰਘਣਾ	to smell
ਘੁਲਣਾ	to wrestle
ਕਿਸਤੀ ਚਲਾਉਣਾ	to row
ਰਸ	juice
ਮੱਖਣ	butter
ਇਕੱਠੇ ਕਰਨਾ	to collect
ਰੱਜ ਜਾਣਾ, ਰੱਜ ਕਾ ਖਾਣਾ	to be full up, have had enough (to eat)
ਸ਼ਤਰੰਜ	chess
ਮਸਾਲੇਦਾਰ, ਮਿਰਚਾਂ ਵਾਲਾ	spicy, hot
ਕਬਾਬ	kebab
ਕਿਸਤੀ	sailing boat
ਘਰ ਵਰਗਾ ਖਾਣਾ	same as homemade food
ਦਾਲਾਂ ਸਬਜੀਆਂ	lentils, vegetables
ਪ੍ਰੋਗਰਾਮ	programme
ਸਰੋਂ	mustard
ਸੀਟ	seat
ਬੈਠਣਾ	to sit
ਮੈਨਿਊ	menu
ਖਾਣਾ ਖਾਣ ਵਾਲਾ ਹਾਲ, ਕਮਰਾ	dining hall, dining room
ਖਿਡੌਣੇ	toy(s)
ਪਾਲਕ	spinach
ਖੇਡਾਂ ਦੀਆਂ ਕਿਸਮਾਂ	type of sport
ਛਾਲ ਮਾਰਨੀ	to jump
ਸਟੇਡੀਅਮ	stadium

Panjabi	English
ਖੇਡਣਾ	to play
ਅਵਾਜ਼	voice
ਬੁਣਨਾ	to knit
ਮਠਿਆਈ	sweet
ਟ੍ਰੈਕਸੂਟ	tracksuit
ਖੇਡਣ ਵੇਲੇ ਪਾਉਣ ਵਾਲੀ ਜੁੱਤੀ, ਟ੍ਰੇਨਰ	sport shoe, trainers
ਮਿਲਣਾ (ਕਿਸੇ ਨੂੰ)	to meet (someone)
ਟਿਪ ਦੇਣੀ (ਬਹਿਰੇ ਲਈ)	tip (for waiter/waitress)
ਗੱਪ-ਸ਼ੱਪ ਮਾਰਨੀ	to have a chat
ਮਨੋਰੰਜਨ	entertainment
ਸ਼ਾਕਾਹਾਰੀ/ਵੈਜ਼ਨੇ	vegetarian
ਭਾਰ ਘਟਾਉਣਾ	to lose weight
ਲੋਕ ਸੰਗੀਤ	folk music
ਸੁਝਾਉ ਦੇਣਾ	to suggest
ਤੁਰਨਾ	to walk
ਮੁਲਾਇਮ, ਨਰਮ	soft
ਅੰਗੂਰ	grape
ਇਸਤਿਹਾਰ	advert(isement)
ਸੁੱਟਣਾ	to throw
ਮੁਕਾਬਲਾ	competition
ਕਾਰਟੂਨ	cartoon
ਰਸਾਲਾ	magazine
ਅਖਬਾਰ	newspaper
ਚੀਜ਼ਾਂ	stuff, things

Panjabi	English
ਖਿੱਚਣਾ	pull
ਨਿੰਬੂ	lemon
ਖੰਡ	sugar
ਦਰਸ਼ਕ	spectator, member of the audience
ਪਿਆਜ਼/ਗੰਢਾ	onion

Customs and festivals in Panjabi speaking countries/communities

Panjabi	English
ਪਟਾਕੇ ਚਲਾਉਣੇ	to light fireworks
ਜਗਾਉਣਾ	to light
ਲੈਣਾ, ਮਿਲਣਾ	to get, to receive
ਸ਼ੁਕਰਾਨਾ, ਧੰਨਵਾਦ	to thank
ਰੱਖੜੀ ਬੰਨਣਾ	to tie rakhrhi (thread)
ਸੱਦਾ	to invite
ਸੱਦਾ ਪੱਤਰ	invitation
ਜਸ਼ਨ, ਤਿਉਹਾਰ	celebration, festival
ਮਨਾਉਣਾ	to celebrate
ਸਾਰਿਆਂ ਨੂੰ ਛੁੱਟੀ	public holiday
ਪਟਾਕੇ/ ਆਤਿਸ਼ਬਾਜ਼ੀ	fireworks
ਚਾਅ ਹੋਣਾ	to look forward to
ਕਿਸੇ ਚੀਜ਼ ਲਈ ਖੁਸ਼ ਹੋਣਾ	to be pleased about something
ਪ੍ਰਾਹੁਣੇ/ ਮਹਿਮਾਨ	guest
ਮੇਜ਼ਬਾਨ	host
ਤੇਹਫ਼ਾ	present
ਕੱਪੜੇ ਪਾਉਣੇ	to dress up

Panjabi	English
ਨਵਾਂ ਸਾਲ	New year
ਨਵੇਂ ਸਾਲ ਦੀ ਸ਼ਾਮ	New year's eve
ਮੇਲੇ ਦੀ ਝਾਕੀ	carnival
ਧਾਰਮਿਕ	religious
ਕਈ ਤਰ੍ਹਾਂ ਦੀਆਂ ਭਾਰਤੀ ਮਠਿਆਈਆਂ	different type of Indian sweets
ਦੀਵੇ	diva
ਰੋਸ਼ਨੀ	light
ਕ੍ਰਿਸਮਸ	Christmas
ਕ੍ਰਿਸਮਸ ਦਾ ਦਰੱਖਤ	Christmas tree
ਕ੍ਰਿਸਮਸ ਦੇ ਧਾਰਮਿਕ ਗੀਤ	Christmas carols
ਵਿਸਾਖੀ	vaisakhi
ਦਿਵਾਲੀ	Diwali
ਸਜਾਉਣਾ	to decorate
ਗੁਰਪੁਰਬ	Gurpurab (special days from Guru's life)
ਨਗਰ ਕੀਰਤਨ	religious street procession
ਲੁਕਾਉਣਾ	to hide
ਦਿਲ ਪਰਚਾਵਾ, ਮਨੋਰੰਜਨ	entertainment

3.5.3.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

Panjabi	English
ਟ੍ਰੈਫਿਕ ਦੀ ਬੱਤੀ	traffic light
ਦੇਸ਼	country
ਸਰਕਾਰ	government
ਬੱਤੀ ਬੁਝਾਉਣੀ	to turn/switch light off

Panjabi	English
ਬਤੀ ਜਗਾਉਣੀ	to turn/switch light on
ਕੱਪੜੇ ਪਾ ਕੇ ਦੇਖਣੇ	to try on (clothes)
ਦਵਾਈਆਂ ਦੀ ਦੁਕਾਨ	pharmacy
ਬਿਜਲੀ ਦੀਆਂ ਚੀਜ਼ਾਂ	electrical appliance
ਸੰਭਾਲਣਾ	to tidy (up)
ਖਰਚ ਕਰਨਾ	to spend (money)
ਵਿਕਰੀ	sale
ਸਾਰੇ ਵਿਕ ਗਏ	sold out
ਤੰਦੂਰ	oven
ਇਸ਼ਨਾਨ ਕਰਨਾ/ ਨਹਾਉਣਾ	to have a bath
ਨਹਾਉਣ ਵਾਲਾ ਟੱਬ	bathtub
ਖੇਤਾਂ ਵਿੱਚ ਘਰ	farm house
ਖੇਤ/ ਫਾਰਮ	farm
ਦਰਖਤ	tree
ਪੈਟ੍ਰੋਲ	petrol
ਪਹਾੜ	mountain
ਤਸਵੀਰ	picture
ਫੁੱਲ	flower
ਤਲਣਾ	to fry
ਪੁਲ	bridge
ਪੁਸਤਕਾਲਾ/ ਲਾਇਬ੍ਰੇਰੀ	library
ਕਿਤਾਬਾਂ ਦੀ ਦੁਕਾਨ	book shop
ਰਸਤਾ	pavement
ਬਾਹਰਲੀ ਛੱਤ	roof

Panjabi	English
ਅਟਕ	attic, loft
ਅੰਦਰਲੀ ਛੱਤ; ਕੰਬਲ	ceiling; blanket
ਹਾਲ	hall
ਗਿਰਜਾ ਘਰ	catherdral
ਜੁੜਵਾਂ ਘਰ	semi-detached house
ਉੱਚੇ	high
ਕੋਨੇ	corner
ਆਪਣਾ	own
ਇੱਕਲਾ ਘਰ	detached house
ਖਰੀਦਾਰੀ	to shop
ਝੋਲਾ/ਥੋਲਾ	shopping bag
ਟਰੋਲੀ	shopping trolley
ਲਪੇਟਣਾ	to wrap (up)
ਰਹਿਣ ਵਾਲੇ	inhabitant
ਬਿਜਲੀ ਦੇ ਸਮਾਨ ਦੀ ਦੁਕਾਨ	shop for electrical goods
ਥੱਲੇ ਦੀ ਮੰਜਲ	ground floor
ਫਰਸ਼, ਮੰਜਲ	floor, storey
ਮੰਜਾ / ਬੈੱਡ	bed
ਫੇਕਟਰੀ	factory
ਟਿਕਟ (ਬਸ ਦਾ)	ticket (eg for bus)
ਮੈਦਾਨ	field
ਫਲੈਟ	flat
ਬੁੱਚੜ ਦੇ	butcher's
ਹਾਲ, ਗਲੀ	hall, corridor, alley way

Panjabi	English
ਨਦੀ	river
ਵਾਲ ਕੱਟਣ ਵਾਲੇ ਦੇ	hairdresser's
ਫਰਸ਼	floor
ਛੁਰੀ ਤੇ ਕਾਂਟਾ	knife and fork
ਗੈਸ ਵਾਲਾ ਚੁੱਲ੍ਹਾ	gas cooker
ਇਮਾਰਤ	building
ਇਲਾਕਾ	region, area
ਜਾਇਜ਼ ਮੁੱਲ / ਚੰਗੀ ਕੀਮਤ	reasonable, good value for money
ਅੱਡਾ (ਬੱਸ, ਟਰੈਮ ਆਦਿ ਦਾ)	stop (bus, tram etc)
ਰੇਲ ਗੱਡੀ ਦਾ ਸਟੇਸ਼ਨ	main railway station
ਰਾਜਧਾਨੀ	capital city
ਘਰੇਲੂ	household
ਹੀਟਿੰਗ	heating
ਟੋਪ	helmet
ਚੁੱਲ੍ਹਾ	cooker, stove
ਫਲੈਟ	block of flats
ਪਹਾੜੀ	hill
ਟਾਪੂ	island
ਗਹਿਣਿਆਂ ਦੀ ਦੁਕਾਨ	jewellery shop
ਟੁੱਟਾ ਹੋਇਆ	broken
ਟਿਲ	till
ਵੱਡਾ ਸਟੋਰ	department store
ਕੱਪੜਿਆਂ ਦੀ ਦੁਕਾਨ	clothes shop
ਘੰਟੀ ਵਜਾਉਣੀ	to ring (bell)

Panjabi	English
(ਦਰਵਾ ਜਾ) ਖੜਕਾਉਣਾ	to knock (door)
ਪਕਾਉਣਾ	to cook
ਦਰਾਜ	chest of drawers
ਚਾਹ-ਪਾਣੀ ਦੀ ਦੁਕਾਨ	confectioner's
ਸਿਰਹਾਣਾ	pillow
ਮੁਫਤ	free of charge
ਚੁਰਸਤਾ	crossroads
ਫ੍ਰਿਜ	fridge
ਗਾਹਕ	customer
ਦੁਕਾਨ	shop
ਧਰਤੀ	land
ਸਬਜ਼ੀ ਵਾਲੇ ਦੀ	greengrocer's
ਖਾਲੀ ਕਰਨੀ	to empty
ਥੱਲੇ ਰੱਖਣਾ	to lay, to put, to place (down)
ਬੱਤੀ, ਰੋਸ਼ਨੀ	light
ਦੇ ਕੇ ਆਉਣਾ, ਪਹੁੰਚਾਉਣਾ	to deliver
ਚਮਚਾ	spoon
ਘਾਹ ਕੱਟਣਾ	to mow
ਖਾਣਾ, ਖਾਣੇ ਦਾ ਸਮਾਂ	meal, meal time
ਮੰਡੀ , ਬਜ਼ਾਰ	market place
ਕੰਧ (ਬਾਹਰਲੀ)	wall (outside)
ਚਾਕੂ/ਛੁਰੀ	knife
ਕਿਰਾਇਆ	rent
ਕਿਰਾਏ ਤੇ ਲੈਣਾ	to rent, to hire

Panjabi	English
ਮਾਈਕ੍ਰੋਵੇਵ	microwave oven
ਫਰਨੀਚਰ	furniture
ਸਾਈਕਲ	bicycle
ਮੋਟਰ ਸਾਈਕਲ	motor bike
(ਜਾ ਰਿਹਾ) ਘਰ/ਜਾਉ	(going) home/go
ਉੱਪਰ	upstairs
ਥੱਲੇ	downstairs
ਗੁਆਂਢੀ	neighbour
ਨੁਕਸਾਨ	disadvantage
ਨਾਲ ਵਾਲੀ ਅਲਮਾਰੀ	bedside cabinet
ਖਤਰੇ ਵੇਲੇ ਬਾਹਰ ਜਾਣ ਦਾ ਰਸਤਾ	emergency exit
ਹੁਕਮ/ ਕ੍ਰਮ	order
ਪੌਦਾ/ ਬੂਟਾ	plant
ਪੋਸਟਰ	poster
ਜਗ੍ਹਾ/ ਥਾਂ	place
ਕੀਮਤ/ ਮੁੱਲ	price
ਸਾਫ਼ ਕਰਨਾ	to clean
ਰਸੀਦ	receipt
ਘਾਹ	lawn
ਸ਼ੈਲਫ਼	shelf
ਕਤਾਰ ਵਿੱਚ ਘਰ	terraced house
ਚੀਜ਼ਾਂ	thing; stuff
ਦੁਕਾਨ ਦੀ ਖਿੜਕੀ	shop window
ਕਤਾਰ ਵਿੱਚ ਲਗਣਾ	to queue

Panjabi	English
ਚਾਬੀ/ ਕੁੰਜੀ	key
ਅਲਮਾਰੀ	cupboard
ਕਾਪੀਆਂ-ਕਿਤਾਬਾਂ ਦੀ ਦੁਕਾਨ	stationery shop
ਦਰਾਜ	draw
ਖਾਸ ਭੇਟ, ਖਾਸ ਛੋਟ ਵਾਲੀ ਕੀਮਤ	special offer
ਕੁਝ ਹੋਰ?	anything else?
ਸ਼ੀਸ਼ਾ	mirror
ਖੇਡਣ ਦਾ ਮੈਦਾਨ	play ground
ਕਸਬੇ ਦੇ ਬਾਹਰਵਾਰ	outskirts of a town
ਵਿੱਚ ਪਾਓ/ਰੱਖੋ	to put (something into)
ਰੱਖੋ, ਸਿੱਧਾ ਰੱਖੋ	to put, to place (upright)
ਟ੍ਰਾਮ	tram
ਪੈਟ੍ਰੋਲ/ਡੀਜ਼ਲ ਨਾਲ ਭਰਨਾ	to fill up with petrol/diesel
ਪੈਟ੍ਰੋਲ ਸਟੇਸ਼ਨ	petrol station
ਕੱਪ	cup
ਛੋਟਾ ਚਮਚਾ	teaspoon
ਪਲੇਟ	plate
ਕਾਰਪਿਟ	carpet
ਫ੍ਰੀਜ਼ਰ	freezer
ਮੇਜਪੇਸ਼	table cloth
ਪਤੀਲਾ	pan
ਪੌੜੀਆਂ	stairs
ਬੁਰਜ/ ਟਾਵਰ	tower
ਘਿਰਿਆ ਹੋਇਆ	surrounded by

Panjabi	English
ਆਲੇ ਦੁਆਲੇ ਦਾ ਇਲਾਕਾ	surrounding area
ਘਰ ਬਦਲਣਾ	to move (house)
ਪਰਦੇ	curtain
ਸ਼ਹਿਰ ਜਾਂ ਕਸਬੇ ਦਾ ਬਾਹਰੀ ਇਲਾਕਾ	suburb
ਫਾਇਦਾ	advantage
ਲੱਕੜੀ, ਜੰਗਲ	wood, forest
ਕੰਧ (ਅੰ ਦ ਰਲੀ)	wall (inside)
ਹੱਥ ਧੋਣ ਵਾਲਾ ਸਿੰਕ	wash basin
ਬਰਾਂਡਾ/ ਸ਼ੀਸ਼ੇ ਵਾਲਾ ਕਮਰਾ	conservatory

Social issues

Panjabi	English
ਤੇ ਨਿਰਭਰ ਹੋਣਾ	to be dependent on
ਭਾਰ ਘਟਾਉਣਾ	to lose weight
ਨਾੜੀ	artery/vein
ਬਜ਼ੁਰਗਾਂ ਲਈ ਘਰ	old people's home
ਗੁਮਨਾਮ	anonymous
ਸਾਹ/ਸਵਾਸ	breath
ਛੱਡ ਦੇਣਾ	to give up
ਹਾਦਸੇ	accidents
ਜਖਮੀ	wounded
ਰੁਕਣਾ	to stop
ਵਿਦੇਸ਼ੀ	foreigner
ਵਿਦੇਸ਼	foreign
ਸ਼ਰਾਬੀ, ਨਸ਼ੇ ਵਿੱਚ	drunk, intoxicated

Panjabi	English
ਕਸਰਤ	movement; exercise
ਬੇਹੋਸ਼	unconscious
ਹੋਸ਼	consciousness
ਜੀਵਕ	biological, organic
ਖੂਨ, ਲਹੂ	blood
ਬੀਮਾਰ ਹੋਣਾ	to be sick
ਨਸ਼ਾ, ਦਵਾਈ	drug
ਨਸ਼ੇ ਦਾ ਧੰਧਾ ਕਰਨ ਵਾਲਾ	drug dealer
ਨਸ਼ਈ	drug addict
ਪ੍ਰਵਾਸੀ	immigrant
ਆਰਾਮ ਕਰਨਾ	to relax
ਖੁਰਾਕ	food, nourishment
ਮੈਂ ਠੀਕ/ਨਹੀਂ ਠੀਕ ਹਾਂ।	I am fine, well/not well
ਮੋਟਾ/ ਚਰਬੀ	fat
ਚਰਬੀ ਵਾਲਾ ਖਾਣਾ	fatty foods
ਮੋਟਾਪਾ	obese
ਅੱਗ ਬੁਝਾਉਣ ਵਾਲਾ	fire brigade
ਸਿਹਤਮੰਦ/ਤੰਦਰੁਸਤ	healthy
ਸਿਹਤ	health
ਭਾਰ	weight
ਜਿੱਤਣ ਲਈ	to win
ਬਰਾਬਰਤਾ	equality
ਫੜਨ / ਰੱਖਣ ਲਈ	to hold, to keep
ਚਮੜੀ ਦਾ ਰੰਗ	colour of the skin

Panjabi	English
ਘਰ	home
ਮਦਦ ਲਈ	to help
ਦਿਲ	heart
ਮਦਦ, ਸਹਾਇਤਾ	help
ਲਾਚਾਰ, ਬੇਵੱਸ	helpless
ਬਿਮਾਰ	ill
ਹਸਪਤਾਲ	hospital
ਐਂਬੂਲੈਂਸ	ambulance
ਬਿਮਾਰੀ	illness
ਕੈਂਸਰ	cancer
ਲਿਵਰ, ਕਲੇਜਾ, ਜਿਗਰ, ਕਾਲਜਾ	liver
ਪੇਟ	stomach
ਦਵਾਈ	medicine
ਮਨੁੱਖੀ	human
ਨਰਮ-ਦਿਲ, ਦਿਆਲੂ, ਹਮਦਰਦੀ ਵਾਲਾ	humane
ਇਨਾਮ	prize
ਦੌੜ, ਨਸਲ	race
ਨਸਲੀ ਵਿਤਕਰਾ	racism
ਸਲਾਹ	advice
ਸਿਗਰਟ ਪੀਣੀ	to smoke
ਸ਼ਾਂਤੀ, ਚੁੱਪਚਾਪ, ਅਮਨ, ਚੈਨ, ਆਰਾਮ	peace, quiet, tranquility
ਨੁਕਸਾਨਦਾਇਕ, ਹਾਨੀਕਾਰਕ	damaging, harmful
ਦਰਦ, ਪੀੜ	pain, ache
ਦਰਦ ਹੋਣਾ	to have ...ache

Panjabi	English
ਫਿਕਰ, ਚਿੰਤਾ	worry
ਦੇਖਭਾਲ ਕਰਨੀ	to care for, to look after
ਦਾਨ ਕਰਨਾ	to donate
ਟੀਕਾ	syringe, injection
ਟੀਕਾ ਲਾਉਣਾ	to inject
ਮਰਨ ਲਈ	to die
ਨਸ਼ੇ ਕਰਨ ਦੀ ਆਦਤ ਪੈਣੀ	addiction
ਜਾਨਵਰਾਂ ਲਈ ਪਨਾਹ/ ਆਸਰਾ	animal shelter
ਮਰ ਗਿਆ, ਗੁਜ਼ਰ ਗਿਆ, ਸੁਰਗਵਾਸ ਹੋ ਗਿਆ	dead
ਮੈਂ ਬਿਮਾਰ ਮਹਿਸੂਸ ਕਰਦਾ ਹਾਂ।	I feel ill, sick
ਦੁਰਘਟਨਾ, ਟੱਕਰ	accident
ਸਿਹਤ	health
ਸੱਟ ਲਗ ਜਾਣੀ	to be/get injured
ਸੱਟ, ਚੋਟ	injury, to hurt
ਜ਼ਖਮ	wound
ਦਾਨ	charity
ਦਾਨ-ਪੁੰਨ ਲਈ ਕਨਸਰਟ	charity concert
ਭਾਰ ਵਧ ਜਾਣਾ	to put on weight

Global issues

Panjabi	English
ਕੂੜਾ ਕਰਕਟ	rubbish, waste
ਕੂੜੇ ਦਾ ਡੱਬਾ	rubbish bin, litter bin
ਕਾਰਾਂ ਦਾ ਧੂੰਆਂ	exhaust fumes
ਇੱਜ਼ਤ, ਆਦਰ, ਮਾਣ	respect, esteem

Panjabi	English
ਊਰਜਾ ਦੇ ਹੋਰ ਸਰੋਤ	alternative source of energy
ਬੇਕਾਰ ਕਾਗਜ਼	waste paper
ਵਧਣ ਲਈ	to grow
ਬੇਰੁਜ਼ਗਾਰ	unemployed
ਗਰੀਬ	poor
ਗਰੀਬੀ	poverty
ਖਤਮ ਹੋ ਜਾਣਾ	to die out
ਡਰਾਉਣਾ/ ਧਮਕਾਉਣਾ	to threaten
ਪੈਟ੍ਰੋਲ	petrol
ਭਿਖਾਰੀ, ਮੰਗਤਾ	beggar
ਆਬਾਦੀ, ਜਨਸੰਖਿਆ	population
ਜੀਵਕ	biological, organic
ਲੈਂਡ ਰਹਿਤ	lead free
ਜਰੂਰਤ ਲਈ	to need
ਬਾਲਣ	fuel
ਚੋਰ	thief
ਵਿਤਕਰਾ, ਫਰਕ	discrimination
ਇਕੱਲਾਪਨ	lonely
ਸਲੂਕ, ਵਤੀਰਾ	usage
ਖਤਰਨਾਕ	dangerous
ਖਬਰਾਂ	news
ਬਾਹਰਲੇ ਦੇਸ਼	foreign countries
ਹਿੰਸਾ	violence
ਗਰਮ ਕਰਨ ਲਈ	to heat

Panjabi	English
ਕੋਇਲਾ	coal
ਬਾਹਰ	outside
ਲੜਾਈ; ਜੰਗ	war
ਰੋਲਾ	noise
ਰੋਲੇਵਾਲਾ	noisy
ਜਿੰਦਗੀ, ਜੀਵਨ	life
ਹਵਾ	air
ਹਵਾ ਦਾ ਪ੍ਰਦੂਸ਼ਨ	air pollution
ਗੰਦ, ਕੂੜਾ, ਕੂੜਾ ਕਰਕਟ, ਕਚਰਾ	refuse, waste, rubbish
ਜ਼ਰੂਰਤ	need
ਬੇਘਰ	homeless
ਦੁਨੀਆ	public
ਸਾਰੀ ਦੁਨੀਆ	the whole world
ਫੈਲਣਾ	spread
ਜ਼ੁਲਮ ਦਾ ਸ਼ਿਕਾਰ	victim
ਓਜ਼ੋਨ ਡਿੱਲੀ ਵਿੱਚ ਛੇਕ/ਮੋਰੀ	hole in the ozone layer
ਓਜ਼ੋਨ ਡਿੱਲੀ	ozone layer
ਅਮੀਰ	rich
ਸਾਫ ਕਰਨ ਲਈ	to clean
ਔਕਸੀਜਨ	oxygen
ਬਿਮਾਰੀਆਂ	diseases
ਤੇਜਾਬ ਵਾਲਾ ਮੀਂਹ	acid rain
ਖਰਾਬ ਕਰਨ ਲਈ, ਨੁਕਸਾਨ ਕਰਨ ਲਈ	to damage, to harm
ਨੁਕਸਾਨ, ਖਰਾਬੀ	damage

Panjabi	English
ਨੁਕਸਾਨਦਾਇਕ	harmful
ਛਿੱਲਕਾ , ਛਿੱਲਣਾ	skin (fruit), peel (potato), shell (egg)
ਗੰਦਾ	dirty
ਬਚਾਉਣ ਲਈ	to protect, to save, to conserve
ਕਮਜ਼ੋਰ	weak
ਸੂਰਜ ਦੀ ਊਰਜਾ	solar energy
ਤੇਜ਼, ਸਖਤ, ਤਾਕਤਵਰ	strong
ਚੋਰੀ ਕਰਨਾ	to steal
ਗਰੀਨ ਹਾਊਸ ਪ੍ਰਭਾਵ	greenhouse effect
ਬਹੁ ਆਬਾਦੀ	over-populated
ਸੂਰਜ ਦੀਆਂ ਕਿਰਨਾਂ	ultra-violet rays
ਵਾਤਾਵਰਣ	environment
ਵਾਤਾਵਰਣ ਲਈ ਸਹਾਇਕ	environmentally friendly
ਮਦਦ, ਸਹਾਇਕ	support, help
ਖਪਤ	consumption
ਜੁਰਮ	crime
ਮੁਜਰਮ, ਦੇਸ਼ੀ, ਅਪਰਾਧੀ	criminal
ਟਰੈਫਿਕ	traffic
ਆਵਾਜਾਈ ਦੇ ਸਾਧਨ	means of transport
ਪ੍ਰਦੂਸ਼ਿਤ ਕਰਨਾ	to pollute
ਪ੍ਰਦੂਸ਼ਨ	pollution
ਗਾਇਬ ਹੋ ਜਾਣਾ	to disappear
ਬਾਹਰ ਕੱਢ ਦੇਣਾ	to drive out, to expel
ਪਾਣੀ ਦਾ ਪ੍ਰਦੂਸ਼ਨ	water pollution

Panjabi	English
ਬਾਹਰ ਸੁੱਟ ਦੇਣਾ	to throw away
ਦੁਨੀਆਂ ਭਰ ਵਿੱਚ	worldwide
ਖਤਮ / ਤਬਾਹ ਕਰਨ ਲਈ	to destroy
ਘਰ	home, house

Travel and tourism

Panjabi	English
ਸਫਰ/ਯਾਤਰਾ	travel/journey
ਇੱਕਠਾ ਕਰਨਾ, ਚੁੱਕਣਾ	to collect, to pick up
ਪਹੁੰਚਣਾ	to arrive
ਫੇਰੀ	trip/excursion
ਭਰਨ ਲਈ	to fill in
ਵਿਦੇਸ਼, ਪਰਦੇਸ	foreign country, abroad
ਦੇਖਣਾ	view
ਉਤਰਨਾ	to alight, get off (bus)
ਪਲੇਟਫਾਰਮ	platform
ਥਾਵਾਂ ਦੇਖਣੀਆਂ	to sightsee, to visit, to have a look
ਦੇਖਣ ਵਾਲੀਆਂ ਥਾਵਾਂ	places worth seeing
ਮਸ਼ਹੂਰ	popular
ਰਹਿਣਾ, ਰੁਕਣਾ	to stay
ਦੇਖਣਾ	view, glance
ਕਿਸਤੀ	boat
ਲੈਟਰ ਬੋਕਸ	letter box
ਡਾਕ ਟਿਕਟ	postage stamp
ਕੀਮਤ, ਮੁੱਲ	price

Panjabi	English
ਗਲਤੀ ਨਾਲ	by mistake
ਕਿਲ੍ਹਾ	(fortified) castle
ਤੰਬੂ ਲਾਉਣ ਲਈ ਥਾਂ	campsite
ਦੋ ਜਣਿਆਂ ਲਈ ਕਮਰਾ	double room
ਅੰਦਰ/ਉੱਪਰ ਜਾਣ ਲਈ	to get in/on
ਇਕੱਲਾ ਕਮਰਾ	single room
ਮੋਹਰ ਲਾਉਣੀ / ਟਿਕਟ ਪੱਕੀ ਕਰਨੀ	to stamp/validate a ticket
ਯਾਦ	memory
ਤਜਰਬਾ ਕਰਨ ਲਈ	to experience
ਘਟਾਉਣਾ	reduction
ਫੇਰੀ, ਕਿਸ਼ਤੀ	ferry
ਟਿਕਟ	ticket
ਟਿਕਟਾਂ ਦੀ ਮਸ਼ੀਨ	ticket machine
ਟਿਕਟਾਂ ਦਾ ਦਫਤਰ	ticket office
ਕਿਰਾਇਆ	fare
ਸਾਈਕਲ ਕਿਰਾਏ ਤੇ ਲੈਣਾ	bicycle hire
ਅਜਾਇਬ ਘਰ	museum
ਚਿੜੀਆ ਘਰ	zoo
ਉਡਾਣ	flight
ਹਵਾਈ ਅੱਡਾ	airport
ਹਵਾਈ ਜਹਾਜ਼	plane
ਫਾਰਮ	form
ਕੈਮਰਾ	camera
ਗਾਈਡ ਦੇ ਨਾਲ ਟੂਰ	guided tour

Panjabi	English
ਸਮਾਨ	luggage
ਪਟੜੀ, ਪਲੇਟਫਾਰਮ	track, platform
ਮਨਮੋਹਕ, ਆਕਰਸ਼ਕ	attractive
ਮਸ਼ਹੂਰ	famous
ਆਲੇ ਦੁਆਲੇ ਜਾਣਾ	to travel around
ਯੂਥ ਹੋਸਟਲ	youth hostel
ਅਟੈਚੀ, ਸੂਟਕੇਸ	suitcase
ਸਮੁੰਦਰ ਦਾ ਕੰ ਢਾ	coast
ਬਸ	bus
ਸਮੁੰਦਰ	sea
ਖੁੱਲ੍ਹਣ ਦਾ ਸਮਾਂ	opening times
ਲੋਕਲ, ਸਥਾਨਕ	local
ਕਾਰ ਖਰਾਬ ਹੋ ਜਾਣੀ	breakdown
ਟਾਇਰ ਦੀ ਹਵਾ ਨਿਕਲ ਜਾਣੀ	puncture, flat tyre
ਸਵਾਰੀਆਂ, ਯਾਤਰੀ	passenger
ਛੋਟਾ ਹੋਟਲ	(small) hotel
ਯਾਤਰਾ, ਫੇਰੀ, ਸਮੁੰਦਰੀ ਯਾਤਰਾ	journey, trip, voyage
ਟਰੈਵਲ ਏਜੰਸੀ	travel agency
ਕੋਚ, ਬਸ	coach
ਸਫਰ ਲਈ	to travel
ਮੁਸਾਫਰ, ਯਾਤਰੀ	traveller
ਟਰੈਲਵਰਸ ਚੈਕ	traveller's cheque
ਮੰਜ਼ਲ	destination
ਦਿਸ਼ਾ	direction

Panjabi	English
ਮਹਿਲ	castle, palace
ਝੀਲ	lake
ਸਮੁੰਦਰ ਵਿੱਚ ਉਲਟੀਆਂ ਆਉਣੀਆਂ	sea sick
ਦੇਖਣ ਯੋਗ	worth seeing
ਦੇਖਣ ਵਾਲੀਆਂ ਥਾਵਾਂ	tourist attraction, sight
ਸੁਰੱਖਿਆ ਪੇਟੀ	safety belt
ਧੁੱਪ ਸੇਕਣੀ	to sunbathe
ਧੁੱਪ ਨਾਲ ਚਮੜੀ ਸੜ ਜਾਣਾ	sunburn
ਧੁੱਪਤੋਂ ਬਚਾਉ ਲਈ ਕਰੀਮ	suntan lotion
ਟਾਊਨ ਵਿੱਚ ਘੁੰਮਣਾ ਫਿਰਨਾ, ਖਰੀਦਣ ਲਈ ਚੀਜ਼ਾਂ ਦੇਖਣੀਆਂ	stroll through town, window shopping
ਟਰੈਫਿਕ ਦਾ ਜਾਮ, ਚੱਕਾ ਜਾਮ	traffic jam
ਸਮੁੰਦਰ ਕੰਢਾ	beach
ਨਕਸ਼ਾ	road map
ਦੇਖਣਾ, ਲੱਭਣਾ	to look for, search
(ਸੜਕ/ਸਮੁੰਦਰ) ਪਾਰ ਜਾਣਾ	to cross (sea, road)
ਰਾਤ ਰਹਿਣਾ/ਠਹਿਰਨਾ	to stay overnight
(ਆਵਾਜਾਈ ਦਾ ਸਾਧਨ) ਬਦਲਣੀ	to change (means of transport)
ਰਸਤੇ ਵਿੱਚ	on the way
ਛੁੱਟੀਆਂ	holiday
ਸਮਾਂ ਗੁਜ਼ਾਰਨਾ	to spend (time)
ਯਾਦ ਆਉਣੀ	to miss
ਦੇਰ ਹੋਣੀ	delay
ਲਈ ਉਡੀਕਣਾ	to wait (for)
ਉਡੀਕ ਘਰ	waiting room (eg station)

Panjabi	English
ਦੂਰ	away
ਰਾਹ, ਰਸਤਾ	way, path
ਦੂਰ ਤੁਰ ਜਾਣਾ, ਵਿਦਾਈ	to leave, to travel away
ਅਗਾਂਹ ਸਫਰ ਤੁਰਨਾ	to travel on
ਫਿਰ	again
ਦੇ ਮੰਜਿਆਂ ਵਾਲਾ ਕਮਰਾ	twin bed room
ਚਲਦਾ ਫਿਰਦਾ ਘਰ	caravan
ਤੰਬੂ	tent
ਤੰਬੂ ਵਿੱਚ ਰਹਿਣਾ	to camp

3.5.3.3 Current and future study and employment

My studies

Panjabi	English
ਮੁੱਖ ਅਧਿਆਪਕ	headteacher, principal
ਅਧਿਆਪਕ	teacher
ਵਿਸ਼ਾ	subject
ਵਿਦੇਸ਼ੀ ਭਾਸ਼ਾ, ਬੋਲੀ	foreign language
ਸਿਰਫ	just
ਚਲਾਕ, ਹੁਸ਼ਿਆਰ	clever, intelligent
ਪੜ੍ਹਾਉਣਾ	to teach
ਸਕੂਲ ਦੇ ਵਿਸ਼ੇ	school subject
ਅੰਗ੍ਰੇਜ਼ੀ	English
ਹਿਸਾਬ	mathematics
ਹਿਸਾਬ ਕਿਤਾਬ ਰੱਖਣਾ	keeping the accounts
ਵਿਗਿਆਨ	science

Panjabi	English
ਭੂਗੋਲ	geography
ਇਤਿਹਾਸ	history
ਨਾਟਕ	drama
ਸੰਗੀਤ	music
ਧਾਰਮਿਕ ਸਿੱਖਿਆ	religious education
ਸਰੀਰਕ ਸਿੱਖਿਆ	physical education
ਵਪਾਰ	business
ਸਾਹਿਤ	literature
ਕਲਾ	art
ਰਸੋਈ ਵਿਦਿਆ	food technology
ਅਧਿਆਪਕ	teacher
ਨਤੀਜੇ	results
ਵਿਦਿਆਰਥੀ	student
ਮੁੰਡੇ ਕੁੜੀਆਂ ਦਾ ਸਾਂਝਾ ਸਕੂਲ	common school for boys and girls
ਸਰਕਾਰੀ ਸਕੂਲ	Government school
ਸਜਾ	punishment
ਸਕੂਲ ਦੇ ਨਿਯਮ	school rules
ਸਖਤ ਨਿਯਮ	uniform
ਵਰਦੀ	lunch break
ਖਾਣੇ ਦੀ ਛੁੱਟੀ	school finishes
ਸਕੂਲ ਦੀ ਇਮਾਰਤ	school building
ਖੇਡਾਂ ਦਾ ਮੈਦਾਨ	playing field
ਸਕੂਲ ਦਾ ਬਸਤਾ, ਬੈਗ	school bag

Life at school/college

Punjabi	English
ਬਹੁਤ ਚੰਗਾ/ਵਧੀਆ	very good
ਸਕੂਲ ਦੀ ਪੜ੍ਹਾਈ	school education
ਖਤਮ ਕਰਕੇ	having finished
ਚੰਗਾ	good
ਤਸੱਲੀਬਖਸ਼, ਪਾਸ	satisfactory, pass
ਕਾਫੀ	sufficient
ਮਾੜਾ, ਫੇਲ੍ਹ	poor, fail
ਬਹੁ ਤ ਹੀ ਮਾੜਾ	extremely poor, inadequate
ਸਕੂਲ ਦਾ ਸਰਟੀਫਿਕੇਟ	school certificate
ਪੈਨਸਲ ਘੜਨ ਵਾਲਾ	pencil sharpener
ਉੱਤਰ, ਜਵਾਬ	answer
ਸਿੱਖ ਲਿਆ	learnt
ਕੱਪੜੇ ਪਾਉਣੇ	to get dressed
ਸੂਟ	suit
ਧਿਆਨ ਦੇਣਾ	to pay attention
ਉੱਠਣਾ	to get up
ਜਾਗਣਾ, ਉੱਠਣਾ	to wake up
ਸਖਤ ਮਿਹਨਤ	hard work
(ਅਸੰਬਲੀ) ਹਾਲ	(assembly) hall
ਬਦਲਨਾ	exchange
ਚੁਣਨਾ	to choose
ਕੱਪੜੇ ਲਾਹੁਣੇ	to get undressed
ਇਮਤਿਹਾਨ ਪਾਸ ਕਰਨਾ	to pass (exam/test)
ਕੰਮਚੋਰ	to skip work, to play truant

Panjabi	English
ਹਾਜ਼ਰ	present
ਕੰਮ ਵਿੱਚ ਪਿੱਛੇ ਰਹਿ ਜਾਣਾ	to fall behind in work
ਸਫਲ, ਕਾਮਯਾਬ	success
ਸਫਲਤਾ, ਕਾਮਯਾਬੀ	successful
ਦੱਸਣਾ	to explain
ਕਹਿਣਾ, ਦੱਸਣਾ	to tell
ਸੁਸਤ	lazy
ਗੈਰਹਾਜ਼ਰ	to be missing, absent
ਛੁੱਟੀਆਂ	holidays
ਮਿਹਨਤੀ	hard working
ਪ੍ਰਸ਼ਨ	question
ਪੁੱਛਣਾ	to ask
ਇਮਤਿਹਾਨ/ਪ੍ਰੀਖਿਆ	test/exams
ਕੰਪ੍ਰੀਹੈਨਸਿਵ ਸਕੂਲ	comprehensive school
ਲੱਭਣਾ	to found
ਪ੍ਰਾਈਮਰੀ ਸਕੂਲ	primary school
ਗਰਾਮਰ ਸਕੂਲ	grammar school
ਹਾਲ	hall
ਸੈਕੰਡਰੀ ਸਕੂਲ	secondary school
ਦੇਖਭਾਲ ਕਰਨ ਵਾਲਾ	caretaker
ਕਮੀਜ਼	shirt
ਪੈਂਟ	trousers
ਸਕੂਲ ਦਾ ਟਰਿਪ	school trip
ਵਰਤੋਂ	use

Panjabi	English
ਇਮਾਰਤਾਂ	buildings
ਕੱਪੜੇ	dress
ਠੀਕ ਕਰਨ ਲਈ	to correct
ਟਾਈ	tie
ਚਾਕ	chalk
ਪ੍ਰਯੋਗਸ਼ਾਲਾ	laboratory
ਸਟਾਫ ਦਾ ਕਮਰਾ	staff room
ਫੁੱਟਾ/ਪੈਮਾਨਾ	ruler
ਗੱਲ ਬਾਤ	conversation
ਬੋਲ ਕੇ	orally
ਸਜਾ	punishment
ਗਰੇਡ, ਨੰਬਰ , ਅੰਕ	grade, mark
ਚੰਗੇ ਨੰਬਰ/ ਗਰੇਡ ਲੈਣ ਦਾ ਦਬਾਅ	pressure to achieve good marks/grades
ਬਰੇਕ	break
ਸਵਾਲ ਕਰਨੇ	to calculate, to do sums
ਨਿਯਮ	rule
ਸਕਰਟ	skirt
ਪ੍ਰਬੰਧ ਕਰਨਾ/ਗੁਜ਼ਾਰਾ ਕਰਨਾ	to manage, to cope
ਸਕਾਰਫ, ਮਫਲਰ	scarf
ਮੇਕਅਪ/ ਸਿੰਗਾਰ ਕਰਨਾ	to put on make-up
ਲਿਖਿਆ ਹੋਇਆ	written
ਰਿਸੈਪਸ਼ਨ	reception
ਕਮਰਾ	room
ਪੰਨਾ, ਸਫਾ	page

Panjabi	English
ਦਫਤਰ	office (school)
ਬੈਠਣ ਲਈ	to sit down
ਖੇਡਾਂ ਲਈ ਹਾਲ	sports hall
ਖੇਡਾਂ ਖੇਡਣਾ	playing games
ਟਾਈਮ ਟੇਬਲ	timetable
ਕਾਲਾ/ਚਿੱਟਾ ਬੋਰਡ	black/white board
ਅਭਿਆਸ ਕਰਨਾ	to practise
ਕਸਰਤ	exercise
ਕੱਪੜੇ ਬਦਲਣ ਵਾਲਾ ਕਮਰਾ	changing room
ਕੱਪੜੇ ਬਦਲਨੇ	to get changed, change clothes
ਪੜ੍ਹਾਉਂਦੇ	teaching
ਸਿੱਖਦੇ	learning
ਦੇਸਤ	friend/friends
ਸਮਝਣ ਲਈ	to understand
ਕੋਸ਼ਿਸ਼ ਕਰਨ ਲਈ	to try
ਚੁਣਨ ਲਈ	to choose
ਮੂੰਹ ਹੱਥ ਧੋਣ ਲਈ	to have a wash
ਦੁਹਰਾਉਣ	to repeat
ਜਾਣਨ ਲਈ	to know
ਸ਼ਬਦਕੋਸ਼ / ਡਿਕਸ਼ਨਰੀ	dictionary
ਦੰਦਾਂ ਦਾ ਬੁਰਸ਼	toothbrush
ਦੰਦਾਂ ਦਾ ਮੰਜਨ, ਪੇਸਟ	toothpaste
ਤਸਵੀਰ ਬਣਾਉਣੀ	to draw a picture
ਸਕੂਲ ਦੀ ਰਿਪੋਰਟ	school report

Panjabi	English
ਸੁਣਨ ਲਈ	to listen

Education post-16

Panjabi	English
ਸ਼ਗਿਰਦ	apprentice, trainee
ਏ ਲੈਵਲਾ ਦੇ ਬਰਾਬਰ	A-level equivalent
ਨਿਰਣਾਇਕ	person doing the arbiter
ਕੰਮ ਕਰਨ ਲਈ	to work
ਕੰਮ ਦਾ ਤਜਰਬਾ	work experience
ਕੰਮ ਦੀ ਸਿਖਲਾਈ	(job) training
ਸਿੱਖਿਆ / ਵਿੱਦਿਆ	education
ਸ਼ਗਿਰਦ ਲਈ ਥਾਂ	vacancy/place for a trainee
ਕਿੱਤੇ ਲਈ ਸਲਾਹਕਾਰ	careers adviser
ਕਿੱਤਿਆਂ / ਪੇਸ਼ਿਆਂ ਦੀ ਸਿਖਲਾਈ ਦਾ ਸਕੂਲ	vocational training school
ਅਰਜ਼ੀ / ਬੇਨਤੀ ਪੱਤਰ ਦੇਣ ਲਈ	to apply for
ਅਰਜ਼ੀ / ਬੇਨਤੀ ਪੱਤਰ	application
ਖਤ, ਚਿੱਠੀ	letter
ਮਾਲਕ	boss
ਫੈਸਲਾ ਕਰਨ ਲਈ	to decide
ਤਜਰਬਾ	experience
ਤਿਆਰ, ਹੋ ਗਿਆ	ready, done
ਗੱਡੀ ਚਲਾਉਣ ਦਾ ਲਾਇਸੈਂਸ	driving license
ਮੌਕਾ	opportunity
ਨਾਲ ਕੰਮ ਕਰਨ ਵਾਲੇ	colleague
ਕੋਰਸ	course

Panjabi	English
ਸਿਖਲਾਈ	apprenticeship
ਤਨਖਾਹ	wage
ਘੱਟ ਤੋਂ ਘੱਟ ਤਨਖਾਹ	minimum wage
ਪਾਰਟ ਟਾਈਮ ਨੌਕਰੀ	part-time job
6ਵੀਂ ਫੋਰਮ ਦੇ ਬਰਾਬਰ	equivalent to sixth-form
ਸਲਾਹ	advice
ਟਰਮ	term
ਯੂਨੀਵਰਸਿਟੀ ਵਿੱਚ ਥਾਂ	university place
ਪੜ੍ਹਾਈ	studies
ਡਾਕਟਰੀ	medical
ਕਮਾਉਣ ਲਈ	to earn

Jobs, career choices and ambitions

Panjabi	English
ਕਾਮੇ	employee
ਦਵਾਈਆਂ ਦਾ ਡਾਕਟਰ	pharmacist
ਕੰਮ ਦੇ ਘੰਟੇ	working hours
ਡਬਲਰੋਟੀ ਬਣਾਉਣ ਵਾਲਾ	baker
ਇਮਾਰਤ/ ਮਕਾਨ ਬਣਾਉਣ ਦਾ ਕੰਮ	building/construction worker
ਬਣਾਉਣਾ	to build
ਕਾਨੂੰਨ	law
ਕਿਸਾਨ	farmer
ਨੌਕਰੀ ਪੇਸ਼ਾ	civil servant
ਨੌਕਰੀ, ਕਿੱਤਾ	job, occupation
ਵਿਹਲਾ	free

Panjabi	English
ਕੰਮ ਤੇ ਲੱਗਾ/ ਰੁੱਝਾ ਹੋਇਆ	(to be) busy, employed
ਫੈਸਲਾ ਕਰਨ ਲਈ	to decide
ਮਾਲਕ ਹੋਣਾ	to own
ਮਾਲਕ	owner
ਪੈਸੇ ਦੇਣੇ, ਅਦਾ ਕਰਨਾ	payment
ਡਾਕੀਆ	postman
ਦਫਤਰ	office
ਪੂਰਾ ਕਰਨ ਲਈ	to fulfil
ਅੱਗ ਬੁਝਾਉਣ ਵਾਲੇ	fire fighter
ਬੁੱਚੜ	butcher
ਨਾਈ	hairdresser
ਮਾਲੀ	gardener
ਤਨਖਾਹ	salary
ਪਾਰਟ ਟਾਈਮ ਨੌਕਰੀ	part time employment
ਘਰੇਲੂ ਪਤਨੀ	housewife
ਬਾਹਰਵਾਰ, ਖੁਲ੍ਹੀ ਹਵਾ ਵਿੱਚ	outside, in the open air
ਗਾਇਕ	singer
ਮਿੱਠੀ ਅਵਾਜ਼	sweet voice
ਬੈਂਕ ਦਾ ਕਲਰਕ	cashier, bank clerk
ਰਸੋਈਆ	chef, cook
ਨਰਸ	nurse
ਲੋਰੀ ਦਾ ਡਰਾਈਵਰ	lorry driver
ਪੇਂਟ/ ਰੰਗ-ਰੋਗਨ ਕਰਨ ਵਾਲਾ	painter, decorator
ਪਾਦਰੀ, ਪੁਜਾਰੀ	parish priest, vicar

Panjabi	English
ਪੁਲਿਸ	police
ਪੁਲਿਸ ਦਾ ਸਪਾਹੀ	policeman
ਕਲਾਕਾਰ	actor
ਸ਼ਿਫਟ ਦਾ ਕੰਮ	shift work
ਲੱਭਣ ਲਈ	to look for, to search
ਤਰੀਕ, ਨਿਯਤ ਕੀਤਾ ਹੋਇਆ ਸਮਾਂ	date, appointment
ਤਰਖਾਣ	carpenter
ਦੁਕਾਨਦਾਰ	shopkeeper
ਪੱਕੀ ਨੌਕਰੀ	permanent job
ਕੰਮ ਸਿੱਖਣਾ	job training
ਗੈਰਿਜ	garage
ਇੱਛਾ	wish

3.5.4 Theme based vocabulary (Higher Tier)

3.5.4.1 Identity and culture

Me, my family and friends

Panjabi	English
ਇਕੱਲਾ ਮਾਪਾ	single parent
ਇਕੱਲਾ	single
ਦਿਖਾਵਾ ਕਰਨਾ	show off, poser
ਦੇਖਭਾਲ ਕਰਨਾ	to look after
ਸੰਤੁਲਤ	balanced
ਜਾਣ ਪਛਾਣ ਵਾਲੇ, ਦੇਸਤ, ਮਿੱਤਰ	acquaintance, friend
ਰਿਸ਼ਤੇਦਾਰੀ	relationship
ਦੁਲਹਨ, ਲਾੜੀ, ਵਿਆਹਿਦਾਰ	bride

Panjabi	English
ਲਾੜਾ, ਮੁੰਡਾ, ਵਿਆਂਦੜ	groom
ਵਿਆਹ, ਸ਼ਾਦੀ	marriage
ਈਰਖਾ	jealous
ਚੰਗਾ ਹਾਸੇ ਵਾਲਾ ਸੁਭਾਅ ਹੋਣਾ	to have a (good) sense of humour
ਮਜ਼ਾਜ਼ੀ, ਘੁਮੰਡੀ, ਫਿੱਟਿਆ ਹੋਇਆ	conceited
ਇਕਲੋਤਾ / ਇਕਲੋਤੀ	only child
ਪੋਤਾ/ ਪੋਤਰਾ	grandson (son's son)
ਪੋਤੀ/ਪੋਤਰੀ	granddaughter (son's daughter)
ਦੇਹਤਾ	grandson (daughter's son)
ਦੇਹਤੀ	granddaughter (daughter's daughter)
ਕੁਆਰਾ, ਕੁਆਰੀ	bachelor
ਚੰਚਲ	lively
ਦੁੱਖ ਪਾਉਣਾ, ਸਹਿਣਾ, ਝੱਲਣਾ	to suffer
ਦੁੱਖ ਪਹੁੰਚਾਉਣਾ	to cause pain
ਛੋਟੀ ਉਮਰ ਦਾ	under legal age
ਚੰਗੇ ਗੁਣ	good qualities
ਸਿਹਤਮੰਦ	healthy
ਫੈਸਲਾ	decision
ਸੋਚਣਾ	to think
ਇੱਕ ਦੂਜੇ ਨਾਲ	with one another, together
ਧੀ ਦਾ ਵਿਆਹ	daughter's wedding
ਭਤੀਜਾ/ਭਾਣਜਾ	nephew
ਭਤੀਜੀ/ਭਾਣਜੀ	niece
ਮੋਢਾ	shoulder

Panjabi	English
ਜੀਜਾ /ਸਾਲਾ	brother-in-law
ਭਾਬੀ /ਸਾਲੀ	sister-in-law
ਸਹੁਰੇ	~ in law
ਆਤਮ ਵਿਸ਼ਵਾਸ	self-confident, self-assured
ਵਿਆਹ (ਰਸਮ)	wedding (ceremony)
ਵਫ਼ਾਦਾਰ	faithful, loyal
ਮੰਗੇਤਰ	fiance(e)
ਪਾਗਲ, ਝੱਲਾ	crazy
ਰਿਸ਼ਤੇਦਾਰ	relative
ਰਿਸ਼ਤੇ, ਸੰਬੰਧ	relations
ਮੁਆਫ਼ ਕਰਨਾ	to forgive
ਉਮਰ ਦਾ	of age
ਟੈਲੀਫੋਨ ਦਾ ਕੋਡ	long distance code (telephone)
ਨਿਭਾ ਲੈਣਾ	to cope with
ਭਰੋਸੇਮੰਦ	reliable
ਸ਼ੱਕ ਕਰਨਾ	to doubt

Technology in everyday life

Panjabi	English
ਕੰਪਿਊਟਰ ਚਲਾਉਣ ਦਾ ਸਿਸਟਮ	operating system
ਸ਼ਕਤੀਸ਼ਾਲੀ ਬੈਟਰੀ	powerful (battery, processor)
ਸੁਰੱਖਿਆ	safety

Free-time activities

Panjabi	English
ਰਿਕਾਰਡ ਕਰਨਾ	to record

Panjabi	English
ਚਾਅ ਹੋਣਾ	exciting
ਪਹਾੜ ਚੜ੍ਹਨਾ	mountain climbing
ਪੰਜਾਬੀ ਨਾਟਕ	Panjabi drama
ਬੱਤਖ	duck
ਨਤੀਜਾ	result
ਥਕਾ ਦੇਣ ਵਾਲਾ	tiring
ਸੰਗੀਤ	music
ਮੱਛੀ	trout
ਹਾਰਮੋਨੀਅਮ	harmonium
ਘਰ ਵਰਗਾ	same as home
ਸ਼ਹਿਦ	honey
ਲਸਣ	garlic
ਲੇਲਾ	lamb
ਐਥਲੈਟਿਕਸ	athletics
ਆਟਾ	flour
ਬੰਸਰੀ	flute
ਨਸਲ	race
ਗਾਂ ਦਾ ਮੀਟ	beef
ਆਂਡੇ	egg(s)
ਤਬਲਾ, ਢੋਲ	tabla, drums
ਸੁਆਦ	tasty
ਸੂਰ ਦਾ ਮੀਟ	pork
ਤਲਿਆ ਆਂਡਾ	fried egg
ਪਾਣੀ	water

Panjabi	English
ਹੈਰਾਨੀ, ਅਚੰਭਾ	surprise
ਮਜ਼ਾ / ਅਨੰਦ ਮਾਣਨਾ	fun, enjoyment
ਮੁਕਾਬਲਾ	competition

Customs and festivals in Panjabi speaking countries/communities

Panjabi	English
ਬੇਵਕੂਫ਼ ਬਣਾਉਣ ਦੀ ਚਲਾਕੀ	April fool's trick
ਪ੍ਰਾਹੁਣਾਚਾਰੀ	hospitality

3.5.4.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

Panjabi	English
ਗੁਦਾਮ	storeroom
ਸਵਿਚ ਬੰਦ ਕਰਨਾ	to switch off
ਛੁਰੀ ਕਾਂਟੇ	cutlery
ਖੂਹ	well
ਸਵਿਚ ਚਾਲੂ ਕਰਨਾ	to switch on
ਖਾਣ ਵਾਲੀ ਥਾਂ	eating area (eg in the kitchen)
ਟਿਕਟ	ticket (public transport)
ਸੰਦ	appliance
ਖੁੱਲ੍ਹਾ ਥਾਂ	roomy, spacious
ਚੀਨੀ ਦੇ ਭਾਂਡੇ	crockery
ਮੁਫਤ	free of charge
ਘਾਹ, ਪਾਰਕ	green area, park
ਫਰਨੀਚਰ	furniture
ਆਉਣ ਜਾਣ ਦੇ ਸਾਧਨ	public transport

Panjabi	English
ਪੈਸੇ ਦੀ ਤੰਗੀ ਹੋਣੀ	to be skint
ਸਸਤਾ	good value for money, cheap
ਛੋਟ	discount
ਬੰਦ ਗਲੀ	cul-de-sac
ਬੈਂਕ	bank
ਕਸਬੇ ਦਾ ਹਿੱਸਾ	part of the town
ਜਿਲ੍ਹਾ	district
ਮੰਜਲ	floor, storey
ਬਿਜਲੀ	electricity
ਫਰੀਜ਼ਰ	freezer
ਪੌੜੀਆਂ	staircase
ਮੁਫਤ	free of charge; in vain
ਘਰ ਬਦਲਨਾ	moving (house)
ਉੱਚੀਆਂ ਇਮਾਰਤਾਂ	sky-scraper

Social issues

Panjabi	English
ਆਪਣੇ ਆਪ, ਆਪਣੀ ਮਰਜ਼ੀ ਨਾਲ	voluntarily
ਸਾਹ ਲੈਣਾ	breath
ਸਾਹ ਲੈਣ ਵਿੱਚ ਮੁਸ਼ਕਲ	breathing difficulties
ਲੋੜਵੰਦ, ਜ਼ਰੂਰਤਮੰਦ	somebody in need
ਵਚਨਵੱਧ ਹੋਣਾ, ਬੁਰਾ ਕੰਮ ਕਰਨਾ	to commit, to perpetrate
ਹਾਨੀ, ਨੁਕਸਾਨ	to disadvantage
ਤੁਰਨਾ ਫਿਰਨਾ, ਕਸਰਤ ਕਰਨਾ	to move, to get/take some exercise
ਨਸ਼ੇਬਾਜ਼ਾਂ ਲਈ ਸਲਾਹ ਦਾ ਕੇਂਦਰ	advice centre for drug addicts

Panjabi	English
ਸਨਮਾਨੀ,	honorary
... ਲਈ ਦਵਾਈ	medicine for ...
ਸਾਹ ਲੈਣਾ	to breathe in
ਰਲ ਮਿਲ ਜਾਣਾ	integration
ਸਮਝ ਲੈਣਾ	to take (in)
ਸ਼ਰਾਬ ਜਾਂ ਨਸ਼ੇ ਤੋਂ ਛੁਟਕਾਰਾ ਪਾਉਣਾ	rehab for drug addiction/alcoholism
ਉਲਟੀ ਕਰਨੀ, ਬਿਮਾਰ ਹੋਣਾ	to be sick
ਘੱਟ ਚਰਬੀ ਵਾਲੀ	low in fat
ਦਿਮਾਗ	brain
ਜਿਉਂਦੀ	alive
ਬਹੁਤ ਕਮਜ਼ੋਰ	anorexic
ਕਿਸੇ ਚੀਜ਼ ਦੇ ਠੀਕ ਰਹਿਣ ਦੀ ਤਰੀਕ	best before date
ਖਾਣਾ, ਅਹਾਰ	food, nourishment
ਨਸਲੀ ਵਿਤਕਰਾ	racial prejudice
ਨਸਲਵਾਦ	racism
ਨਸਲਵਾਦੀ	racist
ਨੁਕਸਾਨ ਪਹੁੰਚਾਉਣੀ	to damage, to harm
ਜੁਰਮ	criminal offence, criminal act
ਮਠਿਆਈਆਂ	sweets
ਭਾਰ ਵਧਿਆ ਹੋਇਆ	overweight
ਪਰਹੇਜ਼	to avoid

Global issues

Panjabi	English
ਜੰਗਲਾਂ ਦੀ ਕਟਾਈ	deforestation

Panjabi	English
ਗੱਡੀਆਂ ਦਾ ਧੂੰਆਂ	exhaust fumes
ਜਰੂਰਤਮੰਦ, ਲੋੜਵੰਦ	needy
ਖਾਦ	fertiliser
ਬਰਾਬਰਤਾ	equality
ਇਨਸਾਨੀ, ਹਮਦਰਦੀ ਵਾਲਾ	human, humane
ਕੂੜਾ ਸੁੱਟਣ ਲਈ ਥਾਂ	waste disposal
ਵਾਤਾਵਰਣ ਦੇ ਮਸਲੇ	environmental issues
ਲੋੜ	need
ਬੇਘਰਾਂ ਲਈ ਰਿਹਾਇਸ਼	hostel for homeless people
ਅੱਗੇ ਲੰਘ ਜਾਣਾ	to exceed
ਪ੍ਰਦੂਸ਼ਿਤ ਕਰਨਾ	to pollute
ਬਰਬਾਦ ਕਰਨਾ	to waste
ਵਰਤਣਾ	to use
ਪੁਰਾਣੀਆਂ ਚੀਜ਼ਾਂ ਨੂੰ ਦੁਬਾਰਾ ਵਰਤਣਾ	to recycle

Travel and tourism

Panjabi	English
ਯਾਦਗਾਰ	souvenir, memento
ਕਿਸੇ ਚੀਜ਼ ਵੱਲ ਦੇਖਣਾ	to have a look at something
ਠਹਿਰਨਾ	stay
ਜਾਣਕਾਰੀ	information
ਕਾਰਾਂ ਕਿਰਾਏ ਤੇ ਦੇਣ ਵਾਲੀ ਫਰਮ	car rental (firm)
ਜਲਦੀ, ਕਾਹਲੀ ਕਰਨਾ	to hurry
ਸਾਥ	to accompany
ਪੁਸ਼ਟੀ ਕਰਨੀ	to confirm

Panjabi	English
ਜੀ ਆਇਆਂ ਨੂੰ, ਰਿਸੈੱਪਸ਼ਨ (ਹੋਟਲ)	welcoming, reception (hotel)
ਲੱਭਣ ਲਈ	to discover
ਯਾਦ ਰੱਖਣ ਲਈ	to remember
ਕਿਰਾਏ ਦੀ ਸਾਈਕਲ	bicycle hire
ਸਮਾਨ ਰੱਖਣ ਲਈ ਥਾਂ	place where one can leave luggage for payment (station, airport)
ਏਅਰ ਕੰਡੀਸ਼ਨ	air conditioning
ਅਰਾਮ ਕੁਰਸੀ	wicker beach chair
ਸੰਬੰਧ	connection
ਯਾਤਰੀਆਂ ਲਈ ਜਾਣਕਾਰੀ ਦਫਤਰ	tourist information office
ਛੁੱਟੀ ਲਈ ਬੰਦ	(firm/shops/attractions) closed because of holiday
ਰੀਤ-ਰਿਵਾਜ	customs

3.5.4.3 Current and future study and employment

My studies

Panjabi	English
ਮੇਰੀ ਪੜ੍ਹਾਈ	my studies

Life at school/college

Panjabi	English
ਨਕਲ ਕਰਨੀ	to copy
ਗੈਰਹਾਜ਼ਰ	absent
ਹਾਜ਼ਰ	present
ਉਚਾਰਣ	pronunciation
ਉੱਤਰ, ਜਵਾਬ ਦੇਣਾ	to answer
ਅਸਫਲ ਹੋਣਾ (ਇਮਤਿਹਾਨ/ ਟੈਸਟ)	to fail (exam/test)
ਪ੍ਰਸ਼ਨ ਪੁੱਛਣਾ	to ask a question

Panjabi	English
ਨਤੀਜਾ, ਸਿੱਟਾ	result, outcome
ਲਾਂਘਾ, ਕੋਰੀਡੋਰ	corridor
ਪ੍ਰਾਪਤੀ	achievement
ਪ੍ਰਾਪਤ ਕਰਨਾ ਦਾ ਦਬਾਅ	pressure to achieve
ਕੈਚੀ	scissors
ਕੰਮਚੋਰ	to play truant
ਸਜਾ	punishment
ਅਗਲੇ ਸਾਲ ਦੇ ਗਰੁੱਪ ਵਿੱਚ ਹੋ ਜਾਣਾ	to be moved up to the next year group

Education post-16

Panjabi	English
ਨੌਕਰੀ ਦੇਣਾ	to employ
ਤਕਨੀਕੀ ਕਾਲਜ	technical college
ਰਸੋਈ ਸਿੱਖਿਆ	home economics
ਲਾਜ਼ਮੀ ਵਿਸ਼ੇ	compulsory subject
ਸਮਾਜਕ ਸਿੱਖਿਆ, ਰਾਜਨੀਤੀ	social studies, politics
ਚੁਣੇ ਹੋਏ ਵਿਸ਼ੇ	optional subject

Jobs, career choices and ambitions

Panjabi	English
ਮਾਲਕ, ਬੋਸ	employer
ਮੁਲਾਕਾਤ, ਵਿਚਾਰ ਵਟਾਂਦਰਾ	meeting, discussion
ਵਪਾਰ, ਕੰਮ	business, works
ਅਸਤੀਫਾ ਦੇਣਾ, ਕੰਮ ਤੋਂ ਕੱਢ ਦੇਣਾ	to hand in one's notice; to sack someone
ਸਹਿਮਤ ਹੋਣਾ, ਪ੍ਰਬੰਧ ਕਰਨਾ	to agree, to arrange

4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2019 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Panjabi include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

Courses based on this specification must encourage students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where Panjabi is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Panjabi specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.

- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

4.2.1 Assessment objective weightings for GCSE Panjabi

4.2.1.1 Foundation and Higher Tiers

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (Listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

4.3.1 Foundation Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	40	x3/2	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	50	x6/5	60
Total scaled mark:			240

4.3.2 Higher Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	50	x6/5	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	60	x1	60
Total scaled mark:			240

4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

- The test will be studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.
- Students will be allowed to make notes at any time during the test.
- Access to dictionaries is not permitted at any time during the test.

4.4.1 Foundation Tier and Higher Tier

In Section A, students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Panjabi, requiring non-verbal responses or responses in Panjabi. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test, which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the general conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in Panjabi.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the general conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

4.5.1 Foundation Tier and Higher Tier

60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The general conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

See the Speaking test assessment criteria.

4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

- Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

4.6.1 Foundation Tier and Higher Tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Panjabi, requiring non-verbal responses or responses in Panjabi. In Section C, there will be a translation from Panjabi into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme. The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters,

newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in Panjabi.

4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in Panjabi.

4.7.1.1 Question 1 (8 marks)

A message which demonstrates students' ability to write short sentences using familiar language in a familiar context.

4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students' ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 40 words but, **provided the tasks set are completed**, the number of words is not important.

4.7.1.3 Question 3 (10 marks)

A translation from English into Panjabi, requiring a minimum of 35 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

4.7.1.4 Question 4 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in Panjabi.

4.7.2.1 Question 1 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 2.1 or 2.2.

4.7.2.3 Question 3 (12 marks)

A translation from English into Panjabi, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test assessment criteria.

4.8 Assessment criteria

4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.2 Speaking

Marks will be allocated in the following way at both Foundation and Higher Tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

4.8.2.1 Foundation Tier

Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

Part 3: General conversation (30 marks)

The general conversation is based on the two themes not covered in the Photo card. At Foundation Tier, the conversation should last between three and five minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

Communication

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.

Level	Mark	Communication
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation.

Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.

Level	Mark	Range and accuracy of language
0	0	The language does not meet the standard required for Level 1 at this tier.

Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.2.2 Higher Tier

Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.

Level	Mark	Communication
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

- (a) At least one question on each Photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

Part 3: General conversation (30 marks)

The general conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

Communication

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.

Level	Mark	Communication
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the general conversation.

Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.4 Writing

4.8.4.1 Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

Question 2 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.

Level	Mark	Response
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Mark	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for content automatically results in a mark of zero for quality of language, but apart from that, the content mark does not limit the mark for quality of language.

Question 3 (10 marks)

The translation is assessed for conveying key messages (5 marks) and application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student's response across all five sentences should be considered as a whole.

Conveying key messages

Level	Mark	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Mark	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.

Level	Mark	Response
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for conveying key messages automatically results in a mark of zero for application of grammatical knowledge of language and structures, but apart from that, the conveying key messages mark does not limit the mark for application of grammatical knowledge of language and structures.

Question 4 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for quality of language. Apart from that, the content mark does not limit the mark for quality of language.

4.8.4.2 Higher Tier

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Question 1 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.

Level	Mark	Response
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for quality of language. Apart from that, the content mark does not limit the mark for quality of language.

Question 2 (32 marks)

There are two compulsory bullet points, assessed for content (15 marks), range of language (12 marks) and accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

Content

Level	Mark	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.

Level	Mark	Response
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Mark	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for content automatically results in a mark of zero for range of language. Apart from that, the content mark does not limit the mark for range of language.

Accuracy

Level	Mark	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.

Level	Mark	Response
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

Notes

- (a) A major error is one which seriously affects communication.
- (b) A mark of zero for content automatically results in a mark of zero for accuracy. Apart from that, the content mark does not limit the mark for accuracy.

Question 3 (12 marks)

The translation is assessed for conveying key messages (6 marks) and application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. When awarding the marks the student's response across the passage will be considered as a whole.

Conveying key messages

Level	Mark	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Mark	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for conveying key messages automatically results in a mark of zero for application of grammatical knowledge of language and structures, but apart from that, the conveying key messages mark does not limit the mark for application of grammatical knowledge of language and structures.

5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in Panjabi	Foundation Tier	8683F	TBC
	Higher Tier	8683H	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 603/1074/1.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Resits and shelf life

Students can resit the qualification as many times as they wish, within the shelf life of the qualification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. Tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published at jcq.org.uk

Students with disabilities and special needs

We're required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested aren't changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader.

To arrange access arrangements or reasonable adjustments, you can apply using the online service at aqa.org.uk/eaqa

Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as family bereavement. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice visit aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

5.7 Working with AQA for the first time

If your school or college hasn't previously offered our specifications, you need to register as an AQA centre. Find out how at aqa.org.uk/becomeacentre

5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. They must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at aqa.org.uk/privatecandidates
- email privatecandidates@aqa.org.uk

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8683

You can talk directly to the Panjabi subject team:

E: mfl@aqa.org.uk

T: 01423 534 381