



The marks for Section A are not only for what you say, but how you communicate your observations to us. So don't write down a list of observations in the order that they appear in the text, but group together the most common observations you make and talk about them together. Plan your response so that you explain clearly what is most important in the text and why. Keep an eye on the time too to make sure you have time to complete this task and leave time for Section B.

### What is Section B for?

Section B is a linguistic aptitude test, designed to see how you can think logically through information given about an invented language and then apply that information in understanding and using the language.

We have chosen to create a language, rather than use a real one, to ensure that no candidate has an advantage through familiarity with the language used, or a language very similar to it. However, be assured our invented language will always use the Roman alphabet and its grammatical rules will be regular. You will be given a brief introduction to some of the grammatical rules associated with our made-up language and some sample sentences. This information is all that you will need to be able to answer the questions in Section B – no guesswork is required!

Use the information given to look for repetitions of the same or similar words in the sample sentences. Where words look similar, what are the differences? Might the difference be due to the word being plural

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**History and Modern Languages (applicants for *ab initio*  
language only)**

**ADMISSIONS ASSESSMENT specimen paper**

**NB This assessment is for applicants to History and Modern Languages wishing to study a  
language *ab initio* (from scratch)**

## **SECTION A**

**Please read the following passage carefully and answer the questions following it, IN ENGLISH.**

You're in a far-flung corner of the globe, it's the early hours of the morning and you've just checked into your hotel after an exhausting flight. The prospect of a seven-thirty business breakfast is fulling you with dread, and you've a nagging feeling you've forgotten to pack your toothbrush. Very little seems right with the world. But then you notice a sign in the corner of the bathroom: 'Please to bathe inside the tub.' Despite your tiredness, you can't help but smile. Yes – you're lost in translation.

## SECTION B

The following exercises require you to:

- i) translate between English and an invented language, Qazju;
- ii) work out some basic aspects of Qazju's grammar, using the provided English translations to help you.

**Please note the following observations about Qazju:**

- 1) like English, Qazju has a fixed word order (e.g. only "I love John" not "John love I" or "John I love");**
- 2) like English, Qazju has singular ("cat") and plural ("cats") nouns;**
- 3) like English, Qazju differentiates between different ways of expressing the past tense, for example "I ate" and "I have eaten";**
- 4) partly like English, Qazju adds endings to a basic syllable to change its grammar (e.g. "cat" > "cats", "love" > "loved")**
- 5) however, Qazju is different from English in that it does not have words for "the", "a" or "an". There is no way to distinguish between indefinite (e.g. "a cat") and definite ("the cat") nouns.**

You will be given a set of sample sentences in Qazju with their English translation. In order to translate between the two languages, you will need to **examine and compare the sample Qazju sentences and their English translation** in order to work out Qazju's vocabulary and how its words and sentences are put together.

Be very careful when translating that you

- i) put the words in the correct order;
- ii) choose the appropriate verb tense;
- iii) use the correct noun form (i.e. singular or plural).

You may find it helpful to compile a 'vocabulary list' for Qazju as you go along (this will not be assessed) – a grid is provided for you at the end of the test paper.

Total marks available for the test: **16** marks.

***You should spend 20-30 minutes on this section.***

Sample sentences:

**Qazju**

kalama gadzu fadnuk  
nedunu fadnuk zedgen  
felmu kennu qakfuzu  
jefuna zedgenen gadzuzu  
vefama nuzen gidnek  
jefna fadnuk kafqukuk

**English**

*the girl cuddled a goat*  
*the goat ate the beetle*  
*the waiter has brought a meal*  
*the beetles saw the girls*  
*the bear stole a sandwich*  
*a goat has seen the children*

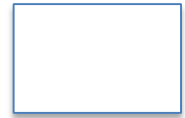
Q1. What is the Qazju for:

(a) girl \_\_\_\_\_ (1/2 mark)

(b) beetles \_\_\_\_\_ (1/2 mark)

(c) child \_\_\_\_\_ (1/2 mark)





CANDIDATE.....

TOTAL SCORE (/48)

Section A.

**Question 1. What are the main points of the author’s argument? Do you agree or disagree? Explain your answer.**

Comprehension, summary and response (16 marks)

Subtotal out of 16: \_\_\_\_

	Comprehension	Summary	Organization of ideas	Response to passage
4	Clear comprehension of all aspects of the passage	Very effective summary of main points	Well structured answer	Intelligent and cogent response to passage
3	Good comprehension of the passage	Competent summary of main points	Generally clear organization of ideas	Convincing response to passage
2	Gaps in comprehension of passage with some irrelevant material	Summary misses some key ideas	Some attempt to organize ideas	Fair but unambitious response to passage
1	Significant misunderstandings in comprehension of passage	Limited summary showing a number of deficiencies	Disorganized	Limited response to passage

**2. How does the writer persuade us of his point of view? Please give examples from the text to support your answer.**

(Total of 16 marks available)

Subtotal out of 16: \_\_\_\_

	Analysis	Evidence	Expression	Organization
4	Perceptive analysis of a range of techniques (even if specialized terms are not used)	Highly effective and detailed examples indicated	Expression is precise, fluent and very persuasive	Answer is complete, with ideas organized very effectively
3	Competent analysis of a range of techniques (even if specialized terms are not used)	A number of effective examples indicated	Expression is fairly precise and fluent	Answer is reasonably full, with ideas structured coherently



<b>2</b>	Some techniques identified	Some relevant examples indicated	Expression is reasonably clear but little or no evidence of more complex vocabulary or syntax	Answer is a little sketchy; some evidence of an attempt to organize ideas
<b>1</b>	Very basic response, demonstrating limited or no awareness of relevant techniques	Few or no relevant examples indicated	Very basic expression which sometimes hampers the communication of ideas	Answer is overly brief and/or poorly organized

**Section B.**

<b>Question number</b>	<b>Marks available</b>	<b>Marks awarded</b>
<b>1</b>	3	
<b>2</b>	6	
<b>3</b>	1	
<b>4</b>	3	
<b>5</b>	3	

**Subtotal out of 16: \_\_\_\_\_**