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O Level Arabic, Hindi, Tamil, Urdu, Telugu, Marathi and Chinese

Teacher training for redeveloped syllabuses for first exam November 2028

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3 September 2026

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Namaste
مرحبا
Willkommen
Bem Vindo
Selamat Datang
स्वागत
Namaste
Croeso
Bienvenidos
Bienvenue
Bienvenue
Welcome
Bienvenidos
أهلا وسهلا
Benvenuti
Welcome
欢迎
Welkom
Bem-Vindo
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مرحبا
Welcome
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환영합니다
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Croeso
добре дошъл
Benvenuti
Willkommen
Καλώς ήλθατε
Benvenuti
خوش آمدید
ברוך הבא
Тавтай морил
Dobrodošli
Xhosa
ようこそ
In Welcome

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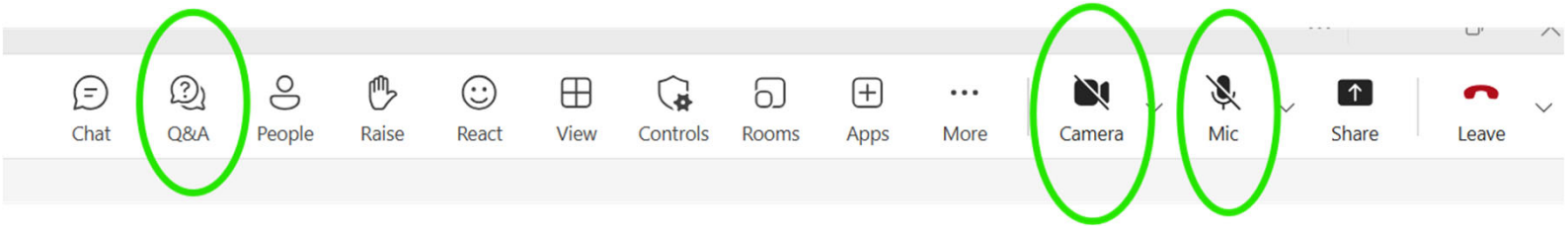
Throughout the training please…

- Keep your mic muted
- We recommend having your camera off to help with the meeting stability
- ‘Use the ‘Q&A’ to submit your questions to the moderator



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This webinar will cover:

- The aims of the syllabus redevelopment; The English Prototype model; Relevant dates
- Paper 1 – overview and detail about Paper 1
- Questions about Paper 1
- Paper 2 – overview and detail about Paper 2
- Questions about Paper 2
- School Support Hub and resources for teachers



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The Arabic and Asian Language O Levels have been redeveloped for first exam November 2028:

- 3190 Arabic
- 3201 Hindi
- 3206 Tamil
- 3209 Urdu
- 3214 Telugu
- 3218 Marathi
- 3252 Chinese



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The aims of the redevelopment of these syllabuses

- To update the syllabuses to make sure they are relevant, aligned with best practice in assessment and aligned with the standard of other O Levels (in Mauritius and the rest of the world).
- To set the exams at the right level of difficulty for candidates in Mauritius, and address concerns that exams could have been too difficult for candidates in Mauritius in the past.
- To look at how to ensure and demonstrate that all languages should be set at the same level of difficulty, with no syllabus or group particularly advantaged or disadvantaged compared to others.



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English Prototype model

- The new exams from November 2028 onwards will be set firstly in English, and then translated into the target languages (Arabic, Hindi, etc.) The exams produced in each language will go through all the usual quality checks and procedures to make sure it is working for candidates, whilst staying aligned with the model which has been set in English.
- This means that all candidates will be taking the same exam, each in the language for which they are entered.
- In the English prototype model, we do not use ‘proxies’ like word count of texts to align the syllabuses, because they are all in fact the same exam with the same content. (So the word count of a text may differ depending on each language.)
- The English prototype model is already used in Mauritius for the PSAC exams and the NCE exams, to ensure that all seven syllabuses are aligned in difficulty and demand.



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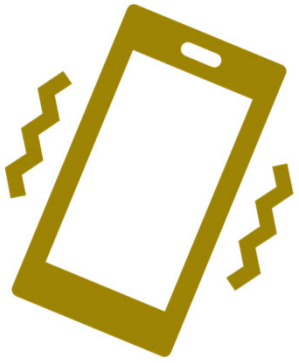
Relevant dates

- First teaching of the new syllabuses begins in January 2027

- First exams for the new syllabuses will be in November 2028



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Paper 1: Writing and Translation

- **1 hr 45**
- **50 marks, 50% of total for syllabus**

Section A

Candidates write one composition

Section B

Candidates write one essay

Section C

Candidates translate one text from English into the Target Language



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Paper 1: Writing and Translation

What's different?

- The name of the paper has changed from 'Composition' to '**Writing and Translation**'
- The number of marks has changed from 45 to **50 marks**
- The number of sections has changed from two to **three sections**
- The questions in Section A and Section B will be written **in the Target Language only**
- The number of optional questions in **Section A** has changed from three to **two optional questions**
- The number of optional questions in **Section B** has changed from four to **three optional questions**
- In **Section A**, candidates will be given **4/5 bullet points for each question**, to help direct or 'scaffold' their response
- **Section C** is new and consists of a **translation from English into the Target Language**

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Paper 1: Writing and Translation

1 hr 45, 50 marks

Section A

Candidates write **one composition**, with a choice of two tasks:

Question 1 – letter

Question 2 – report or speech

Each task will have four or five bullet points to guide candidates. These will elicit at least two tenses and at least one opinion. Candidates should write around 120 words. **16 marks**.

Section B

Candidates write **one essay**, with a choice of three titles: narrative, descriptive or argumentative.

Candidates should write around 200 words. **24 marks**.

Section C

Candidates **translate a passage** of 100 – 110 words from English into the Target Language.

10 marks.

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Paper 1: Writing and Translation

1 hr 45, 50 marks

Section A

Section A – Letter, Report or Speech

Answer **one** question from this section.

Write a composition in **[Target Language]** of about 120 words. Choose **one** of the following tasks.

Either

1 Your name is Bibi/Abdool and you live in Port Louis. A famous person visited your school recently. Write a letter about the visit to your friend.
Your letter should include the following points:

- why the famous person visited your school
- who was the famous person and what they are famous for
- what the famous person did during their visit to your school
- what you think was the benefit of their visit
- which famous person will be invited next year and why.

Or

2 Write a speech for the pupils of your school about how to avoid wasting food.
Your speech should include the following points:

- why you decided to give a speech on this topic
- why you think it is important not to waste food
- what you did last week to avoid wasting food at home or at school
- what to do with leftover food at weddings and other events
- what else you will do to prevent wasting food.

Up to 8 marks are available for the content of your answer and up to 8 marks for the language.

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Paper 1: Writing and Translation

1 hr 45, 50 marks

Section A

Section A: Letter, report or speech

Answer **one** question from this section.

Write a composition in **Arabic** of about **120** words. Choose **one** of the following questions.

Either

1 اسمك عبد الله/بي بي وتسكن/تسكنين في بورت لويس. زار شخص مشهور مدرستك مؤخرًا. أكتب/أكتبي رسالة إلى صديقك/صديقتك عن تلك الزيارة.
يجب أن تتضمن رسالتك النقاط التالية:

- سبب زيارة الشخص المشهور مدرستك
- أذكر مَن كان هذا الشخص المشهور، وما سبب شهرته
- الأعمال التي قام بها الشخص المشهور خلال زيارته مدرستك
- فائدة هذه الزيارة في رأيك
- أذكر مَن الشخص المشهور الذي ستتم دعوته العام القادم، وما سبب ذلك.

Or

2 أكتب خطابًا تلقيه على طلاب مدرستك عن كيفية تجنب إهدار الطعام.
يجب أن يتضمن خطابك النقاط التالية:

- سبب قرارك بأن تلقي خِطابًا عن هذا الموضوع
- أذكر أهمية عدم إهدار الطعام
- الأعمال التي قمت بها الأسبوع الماضي لتتجنّبَ إهدار الطعام في البيت أو المدرسة
- في رأيك، ما أفضل الطرق للتصرف في الطعام المتبقي من حفلات الزواج والمناسبات.
- أذكر الأشياء الأخرى التي ستفعلها لمنع إهدار الطعام.

Up to 8 marks are available for the content of your answer and up to 8 marks for the language.

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Paper 1: Writing and Translation

1 hr 45, 50 marks

Section A Mark Scheme

Content

Table A – Content

Level	Description	Marks	
		Q1 and 2	Q3–5
4	• Communicates detailed information always relevant to the task. • Ideas are well developed and communicated effectively, at appropriate length. • Effectively organised and coherent.	7–8	10–12
3	• Communicates sufficient information mostly relevant to the task. • Ideas are satisfactorily developed at appropriate length. • Generally organised and coherent.	5–6	7–9
2	• Communicates some information occasionally relevant to the task. • There is some development of ideas, although in places this is incomplete and/or repetitive. • Organisation may sometimes lack coherence.	3–4	4–6
1	• Communicates limited information partially relevant to the task. • Some basic ideas which lack development. • Writing is not organised coherently.	1–2	1–3
0	• No rewardable material.	0	0

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Paper 1: Writing and Translation

1 hr 45, 50 marks

Section A Mark Scheme

Language

Table B – Language

Level	Description	Marks	
		Q1 and 2	Q3–5
4	• Response flows well throughout with extended, well-linked sentences. • Good range of vocabulary and grammatical structures, used accurately. • Good control of punctuation and spelling. • Consistent use of appropriate register and style throughout.	7–8	10–12
3	• Response mostly flows well; frequent extended sentences, mostly well linked. • Satisfactory range of vocabulary and grammatical structures, used mostly accurately. • Some inaccuracies of punctuation and spelling but these do not obscure meaning. • Mostly appropriate register and style for the context.	5–6	7–9
2	• Some sequences where writing flows well, some extended or linked sentences. • Limited range of vocabulary and grammatical structures. • Language is mostly comprehensible, although sometimes inaccuracies obscure the meaning. • Some appropriate register and style for the context.	3–4	4–6
1	• Occasional sequences where writing flows well, without extended or linked sentences. • Basic vocabulary and simple grammatical structures. • Inaccuracies of language make the meaning frequently unclear. • Little or no awareness of register, style or context.	1–2	1–3
0	• No rewardable material.	0	0

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Paper 1: Writing and Translation

1 hr 45, 50 marks

Section B

Section B – Essay

Answer **one** question from this section.

Write an essay in **[Target Language]** of about 200 words. Choose **one** of the following tasks.

Either

3 Every young person in Mauritius should study at university. Do you agree?

Or

4 Describe a beautiful building by the sea.

Or

5 Coming home from school, you saw some people at the end of the road and you started walking towards them. Narrate what happened next.

Up to 12 marks are available for the content of your answer and up to 12 marks for the language.

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Paper 1: Writing and Translation

1 hr 45, 50 marks

Section B

Section B: Essay

Answer **one** question from this section.

Write an essay in **Hindi** of about **200** words. Choose **one** of the following questions.

Either

3 मॉरीशस के हर युवा को विश्वविद्यालय में अध्ययन करना चाहिए। क्या आप सहमत हैं?

Or

4 समुद्र के किनारे स्थित एक सुंदर इमारत का वर्णन कीजिए।

Or

5 विद्यालय से घर जाते समय आपने सड़क के किनारे कुछ लोगों को देखा और आप उनकी ओर चल पड़े। आगे क्या हुआ वर्णन कीजिए।

Up to 12 marks are available for the content of your answer and up to 12 marks for the language.

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Paper 1: Writing and Translation

1 hr 45, 50 marks

Section B Mark Scheme

Content

Table A – Content

Level	Description	Marks	
		Q1 and 2	Q3–5
4	• Communicates detailed information always relevant to the task. • Ideas are well developed and communicated effectively, at appropriate length. • Effectively organised and coherent.	7–8	10–12
3	• Communicates sufficient information mostly relevant to the task. • Ideas are satisfactorily developed at appropriate length. • Generally organised and coherent.	5–6	7–9
2	• Communicates some information occasionally relevant to the task. • There is some development of ideas, although in places this is incomplete and/or repetitive. • Organisation may sometimes lack coherence.	3–4	4–6
1	• Communicates limited information partially relevant to the task. • Some basic ideas which lack development. • Writing is not organised coherently.	1–2	1–3
0	• No rewardable material.	0	0

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Paper 1: Writing and Translation

1 hr 45, 50 marks

Section B Mark Scheme

Language

Table B – Language

Level	Description	Marks	
		Q1 and 2	Q3–5
4	• Response flows well throughout with extended, well-linked sentences. • Good range of vocabulary and grammatical structures, used accurately. • Good control of punctuation and spelling. • Consistent use of appropriate register and style throughout.	7–8	10–12
3	• Response mostly flows well; frequent extended sentences, mostly well linked. • Satisfactory range of vocabulary and grammatical structures, used mostly accurately. • Some inaccuracies of punctuation and spelling but these do not obscure meaning. • Mostly appropriate register and style for the context.	5–6	7–9
2	• Some sequences where writing flows well, some extended or linked sentences. • Limited range of vocabulary and grammatical structures. • Language is mostly comprehensible, although sometimes inaccuracies obscure the meaning. • Some appropriate register and style for the context.	3–4	4–6
1	• Occasional sequences where writing flows well, without extended or linked sentences. • Basic vocabulary and simple grammatical structures. • Inaccuracies of language make the meaning frequently unclear. • Little or no awareness of register, style or context.	1–2	1–3
0	• No rewardable material.	0	0

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Paper 1: Writing and Translation

1 hr 45, 50 marks

Section C

Section C – Translation

Answer the question.

6 Translate the following passage into **[Target Language]**.

Physical activity benefits our health. I never used to exercise, but nowadays I do a lot of sports. I play badminton and football every Sunday with my friends. I like to ride my bicycle and I usually go swimming twice a week with my older brother. When I was younger, I didn't do any sport. I never played outside with the other kids because it was too tiring. When I am older I would like to do more sport. I would like to try mountain climbing because I think it is exciting, although it can sometimes be dangerous.

Up to 5 marks are available for the content of your answer and up to 5 marks for language.

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Paper 1: Writing and Translation

1 hr 45, 50 marks

Section C

Section C: Translation

Answer the question.

6 Translate the following passage into **Tamil**.

Physical activity benefits our health. I never used to exercise, but nowadays I do a lot of sports. I play badminton and football every Sunday with my friends. I like to ride my bicycle and I usually go swimming twice a week with my older brother. When I was younger, I didn't do any sport. I never played outside with the other kids because it was too tiring. When I am older I would like to do more sport. I would like to try mountain climbing because I think it is exciting, although it can sometimes be dangerous.

Up to 5 marks are available for the content of your answer and up to 5 marks for language.

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Paper 1: Writing and Translation

1 hr 45, 50 marks

Section C Mark Scheme

Question	Answer	Marks
6	Use the marking grids Table C – Content and Table D – Use of Language. Award up to 5 marks for Content and up to 5 marks for Use of Language. Question 6 assesses AO1 Writing: W1 communicate information, ideas, opinions and key points W3 use and manipulate a range of appropriate grammatical structures and vocabulary in context உடல் செயல்பாடு நம் ஆரோக்கியத்திற்கு நன்மை அளிக்கும். நான் ஒருபோதும் உடற்பயிற்சி செய்தது இல்லை, ஆனால் இப்போதெல்லாம் நான் நிறைய விளையாட்டுகளைச் செய்கிறேன். ஒவ்வொரு ஞாயிற்றுக்கிழமையும் என் நண்பர்களுடன் பேட்மிண்டன் மற்றும் கால்பந்து விளையாடுவேன். எனக்கு சைக்கிள் ஓட்டுவது பிடிக்கும், மேலும் வாரத்திற்கு இரண்டு முறை என் அண்ணனுடன் நீச்சல் செல்வது வழக்கம். நான் இளமையாக இருந்தபோது, எந்த விளையாட்டும் செய்ததில்லை. மிகவும் சோர்வாக இருந்ததால் மற்ற குழந்தைகளுடன் நான் ஒருபோதும் வெளியே விளையாடியதில்லை. நான் பெரியவனாகும்போது, அதிக விளையாட்டுகளில் நான் ஈடுபட விரும்புகிறேன். நான் மலையேறுவதை முயற்சிக்க விரும்புகிறேன், ஏனென்றால் அது உற்சாகமானது என்று நான் நினைக்கிறேன், இருப்பினும் அது சில நேரங்களில் ஆபத்தானது.	**10**

Table C – Content

Level	Description	Marks
5	All information, ideas, opinions and key points communicated clearly.	5
4	Most information, ideas, opinions and key points are communicated clearly.	4
3	Some information, ideas, opinions and key points are communicated clearly.	3
2	A few pieces of information, ideas, opinions and key points communicated clearly.	2
1	Very few pieces of information, ideas, opinions and key points communicated clearly.	1
0	No rewardable material.	0

Table D – Use of Language

Level	Description	Marks
5	• Clear, carefully chosen language with complex grammatical structures where appropriate. • Varied, precise vocabulary. • Hardly any or no technical errors (accents, punctuation, spelling).	5
4	• Clear, appropriate language and standard grammatical structures. • Good range of vocabulary. • Few technical errors (accents, punctuation, spelling).	4
3	• Language generally appropriate, but unsophisticated and generally simple grammatical structures. • Satisfactory range of vocabulary. • Some technical errors (accents, punctuation, spelling).	3
2	• Unsophisticated language, not always appropriate. Very simple grammatical structures with some clumsiness. • Narrow range of vocabulary. • A number of technical errors (accents, punctuation, spelling).	2
1	• Poor use of language, not easily comprehensible. Errors in use of grammatical structures. • Confused and obscure use of vocabulary. • Many technical errors (accents, punctuation, spelling).	1
0	• No rewardable material.	0

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Any questions?

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Paper 2: Reading and Translation

- **1 hr 45**
- **50 marks, 50% of total for syllabus**

Questions 1 – 4

Candidates read three texts and answer multiple-choice questions and questions requiring short answers

Question 5

Candidates translate one text from the Target Language into English



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Paper 2: Reading and Translation

What's different?

- The name of the paper has changed from 'Translation and Reading Comprehension' to '**Reading and Translation**'
- The number of marks has changed from 55 to **50 marks**
- The number of questions has changed – there are now **five questions**
- The texts have changed: instead of one long text, there will now be **three texts (one sort, one medium, and one longer)**
- There are new types of questions: a **multiple-choice task for Question 1**, and a **language task for Question 4**

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Paper 2: Reading and Translation

Question 1

Candidates read a **short text** which will be an email, message or letter, and then answer **eight multiple-choice questions**. Each multiple-choice question will have three options. **8 marks**.

Question 2

Candidates read a **medium-length text** which will be an informative text or newspaper extract and then answer **nine comprehension questions** worth 1 or 2 marks each. Candidates write short factual answers in the Target Language. **12 marks**.

Question 3

Candidates read a **longer text** which will be a narrative text and then answer **11 comprehension questions**. The questions will require candidates to select information from the text and write short answers in the Target Language. Five marks will be awarded for correctly selecting implicit information. **16 marks**.

Question 4

This question uses the same narrative text as Question 3. Candidates answer **four questions** testing understanding of language (they must explain the meaning of selected words). **4 marks**.

Question 5

Candidates **translate a short text** from the Target Language into English. **10 marks**.

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Paper 2: Reading and Translation **Question 1**

Candidates read a **short text** which will be an email, message or letter, and then answer **eight multiple-choice questions**. Each multiple-choice question will have three options. **8 marks**.

1 Read the text. For each question, tick (✓) the box to show the correct answer.

I've got news: we've decided to buy a new house! There's just me living with our parents now, because my brother has gone to work in the capital, fifty kilometres away. Our flat in the centre has rooms we don't need now, and we are looking for a small house outside town. Mum says the new house must have a garage and a small garden. We want to have space for sitting outside on the grass. And what's more, I will finally be able to have a cat, which is difficult in a flat with only a balcony. My parents want to live closer to my grandmother, who sometimes needs help – she is over eighty! Yesterday I went with mum to see a house that she found in the newspaper. I thought it was really nice, but mum said the road was too busy, although she loved the newly renovated bathroom.

Lucia

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Paper 2: Reading and Translation **Question 1**

Candidates read a **short text** which will be an email, message or letter, and then answer **eight multiple-choice questions**. Each multiple-choice question will have three options. **8 marks**.

(a) Lucia's brother lives ...

- **A** in their parents' house. ☐
- **B** in a different city. ☐
- **C** in a foreign country. ☐

(b) The flat where Lucia lives now …

- **A** is too big for the family. ☐
- **B** is sometimes very noisy. ☐
- **C** is far from the centre. ☐

(c) Lucia's mother wants a house where she can ...

- **A** do her work from home. ☐
- **B** have space for the car. ☐
- **C** grow vegetables in the garden. ☐

(d) Lucia will be able to …

- **A** cut the grass of the garden. ☐
- **B** relax outside in the garden. ☐
- **C** play sports in the garden. ☐

(e) In the new house, Lucia hopes to have …

- **A** a cat. ☐
- **B** a balcony. ☐
- **C** a study. ☐

(f) Lucia's grandmother ...

- **A** helps her parents. ☐
- **B** likes gardening. ☐
- **C** is quite old. ☐

(g) Who found the house they saw yesterday?

- **A** Lucia's grandmother. ☐
- **B** Lucia's mother. ☐
- **C** Lucia's father. ☐

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Paper 2: Reading and Translation **Question 1**

Candidates read a **short text** which will be an email, message or letter, and then answer **eight multiple-choice questions**. Each multiple-choice question will have three options. **8 marks**.

నేనొక విషయం చెప్పాలి: మేము ఒక కొత్త ఇల్లు కొనాలని నిర్ణయించుకున్నాం. ఇప్పుడు మా తల్లిదండ్రులతో నేను మాత్రమే నివసిస్తున్నాను, ఎందుకంటే మా అన్నయ్య యాభై కిలోమీటర్ల దూరంలో ఉన్న రాజధానికి, ఉద్యోగం కోసం వెళ్ళాడు. ఊరి మధ్యలో ఉన్న మా ఫ్లాట్‌లో ఇప్పుడు మాకు అవసరం లేని గదులు ఉన్నాయి, మరియు మేము పట్టణం బయట ఒక చిన్న ఇంటి కోసం చూస్తున్నాము. కొత్త ఇంట్లో వాహనాల కోసం స్థలంతో పాటు, చిన్న తోట ఉండాలని అమ్మ అంటోంది. మాకు బయట గడ్డి మీద కూర్చోవటానికి చోటు కావాలి. ఇంకా చెప్పాలంటే, నేను చివరికి పిల్లిని పెంచుకోగలుగుతాను, అది బాల్కనీ మాత్రమే ఉన్న ఫ్లాట్‌లో కష్టం. నా తల్లిదండ్రులు మా అమ్మమ్మకి దగ్గరగా ఉండాలని అనుకుంటున్నారు, ఎందుకంటే కొన్నిసార్లు ఆవిడకి సహాయం కావలిసివస్తుంది. - ఆమెకు ఎనభై ఏళ్ళకి పైనే ఉంటాయి! నిన్న నేను అమ్మతో కలిసి తనకి వార్తాపత్రికలో కనపడిన ఒక ఇల్లు చూడటానికి వెళ్ళాను. అది నిజంగా బాగుంది అని నేను అనుకున్నాను, కానీ అమ్మ, కొత్తగా పునరుద్ధరించిన స్నానాల గదిని ఇష్టపడినప్పటికీ, రహదారి చాలా రద్దీగా ఉందని అన్నది.

లూసియా

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Paper 2: Reading and Translation **Question 1**

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(a) లూసియా అన్నయ్య ... నివసిస్తున్నాడు.

A వారి తల్లిదండ్రుల ఇంట్లో ☐

B వేరే నగరంలో ☐

C విదేశంలో ☐

(b) ఇప్పుడు లూసియా ఉండే ఫ్లాట్ ...

A కుటుంబానికి చాలా పెద్దది. ☐

B కొన్నిసార్లు చాలా గోలగా ఉంటుంది. ☐

C కేంద్రం నుండి దూరంగా ఉంది. ☐

(c) లూసియా తల్లికి ఆమె ... ఇల్లు కావాలి.

A ఇంట్లోనుంచి పని చేయగలిగే ☐

B కారు కోసం చోటు ఉండే ☐

C తోటలో కూరగాయలు పండించగలిగే ☐

(d) లూసియా ... చేయగలదు.

A తోటలో గడ్డిని కోయటం ☐

B బయట తోటలో విశ్రాంతి తీసుకోవటం ☐

C తోటలో ఆటలు ఆడటం ☐

(e) కొత్త ఇంట్లో, లూసియా ... ఉండాలని ఆశిస్తోంది.

A ఒక పిల్లి ☐

B ఒక బాల్కనీ ☐

C చదువుకోవటానికి చోటు ☐

(f) లూసియా అమ్మమ్మ ...

A తల్లిదండ్రులకు సహాయం చేస్తుంది. ☐

B ఆవిడకి తోటపని అంటే ఇష్టం ☐

C చాలా పెద్దావిడ ☐

(g) నిన్న వాళ్ళు చూసిన ఇంటిని ఎవరు కనుగొన్నారు?

A లూసియా అమ్మమ్మ ☐

B లూసియా తల్లి ☐

C లూసియా తండ్రి ☐

(h) లూసియా తల్లి ప్రకారం, వారు చూసిన ఇల్లు...

A చాలా గోలగా ఉంది. ☐

B మరమ్మత్తుల పని ఉన్నది. ☐

C చాలా ఖరీదైనది. ☐

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Paper 2: Reading and Translation **Question 1 Mark Scheme**

Question	
1(a)	B
1(b)	A
1(c)	B
1(d)	B
1(e)	A
1(f)	C
1(g)	B
1(h)	A



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Paper 2: Reading and Translation **Question 2**

Candidates read a **medium-length text** which will be an informative text or newspaper extract and then answer **nine comprehension questions** worth 1 or 2 marks each. Candidates write short factual answers in the Target Language. **12 marks**.

2 Read the text. Answer the following questions in **[Target Language]**.

Would you like to be a professional sports photographer? It seems a dream job, but the people who do it say it is really tough. Of course, the role lets you travel around the world and also go to big sporting occasions. But the job is also tiring because of the constant travelling. Then, the companies who buy your pictures expect a perfect action photo every time.

At an important match the competition between sports photographers is very strong. However, once they leave the stadium, they are all friendly with each other and support each other.
It can be difficult to get into sports photography. At most big sporting events, only well-known photographers can easily get an entrance ticket from the organisers. This doesn't mean there are no opportunities – newcomers just need to be persistent and lucky!

At the start, a sports photographer makes very little money, until an opportunity arises. One day you might be in the right place at the right time to take a perfect photo that will go on selling for years. This will make your reputation as a photographer.

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At the start, a sports photographer makes very little money, until an opportunity arises. One day you might be in the right place at the right time to take a perfect photo that will go on selling for years. This will make your reputation as a photographer.



(a) What do professional sports photographers think about their job?

..... [1]

(b) What are the good things the author mentions about the role of a sports photographer? Give **two** details.

1 .....

2 .....
[2]

(c) What disadvantage of travelling does the author mention?

..... [1]

(d) What do agencies want from photographers?

..... [1]

(e) How do sports photographers act towards each other:

(i) during an important match?

..... [1]

(ii) after an important match?

..... [1]

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At an important match the competition between sports photographers is very strong. However, once they leave the stadium, they are all friendly with each other and support each other.
It can be difficult to get into sports photography. At most big sporting events, only well-known photographers can easily get an entrance ticket from the organisers. This doesn't mean there are no opportunities – newcomers just need to be persistent and lucky!

At the start, a sports photographer makes very little money, until an opportunity arises. One day you might be in the right place at the right time to take a perfect photo that will go on selling for years. This will make your reputation as a photographer.



(f) What advantage do well-known photographers have at big sporting events?

..... [1]

(g) What should beginner photographers do if they want to be successful?

..... [1]

(h) How much can you expect to earn when you start out as a sports photographer?

..... [1]

(i) Name **two** benefits of taking a perfect photo.

1 .....

2 .....

[2]

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Paper 2: Reading and Translation **Question 2 Mark Scheme**

Question	Answer	Marks	
2(a)	(It is) tough	1	
2(b)	1 (you) travel (see the world)	1	
	2 (you) go to / see big sporting events/occasions	1	
2(c)	(It is/can be) tiring	1	
2(d)	(a) perfect action picture(s)	1	
2(e)(i)	They compete (intensely) / (There is) (intense) competition	1	
2(e)(ii)	(They are) friendly / supportive	1	
2(f)	It's easy (for them) to get in / to obtain an entrance ticket	1	
2(g)	(You should) be persistent	1	
2(h)	Very little	1	
2(i)	1 It will sell year after year	1	
	2 It may make his/her reputation / make him/her famous	1	



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Paper 2: Reading and Translation **Question 2**

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2 Read the text. Answer the following questions in **Urdu**.

کیا آپ کھیلوں کے پیشہ ور فوٹو گرافر بننا پسند کریں گے ؟ یہ ایک آسان کام لگتا ہے لیکن جو لوگ اسے کرتے ہیں وہ کہتے ہیں کہ یہ بہت مشکل ہوتا ہے۔ بلاشبہ، یہ کام آپ کو دنیا بھر میں سیر کرنے اور بڑے کھیلوں میں جانے کا موقع دیتا ہے۔ لیکن اس کام سے آپ تھک جاتے ہیں کیونکہ اس میں مسلسل سفر کرنا پڑتا ہے۔ پھر جو کمپنیاں آپ کی تصاویر خریدتی ہیں وہ ہر بار ایک بہترین ایکشن فوٹو کی توقع کرتی ہیں۔

ایک اہم میچ میں کھیلوں کے فوٹو گرافروں کے درمیان مقابلہ بہت سخت ہوتا ہے۔ تاہم ایک بار جب وہ اسٹیڈیم سے نکل جاتے ہیں تو ان کا رویہ دوستانہ ہوتا ہے اور وہ ایک دوسرے کا ساتھ دیتے ہیں۔

کھیلوں کا فوٹو گرافر بننا مشکل ہو سکتا ہے۔ اکثر کھیلوں کے بڑے مقابلوں میں، مقابلے منعقد کرنے والے بہت آسانی سے مشہور فوٹو گرافروں کو شرکت کی دعوت دیتے ہیں۔ اس کا مطلب یہ نہیں ہے کہ مواقع نہیں ہیں۔ نئے آنے والوں کو صرف مستقل مزاجی اور خوش قسمتی کی ضرورت ہے !

شروع میں کھیلوں کا فوٹو گرافر بہت کم پیسہ کماتا ہے، جب تک کہ اُسے کوئی موقع نہ ملے۔ ہو سکتا ہے کہ آپ ایک دن ایک صحیح جگہ اور صحیح وقت پر ایک بہترین فوٹو لینے کے لیے موجود ہوں اور وہ تصویر سالوں تک بکتی رہے۔ یہ آپ کی بطور فوٹو گرافر پہچان بنا دے گی۔

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(a) پیشہ ور کھیلوں کے فوٹو گرافر اپنے کام کے بارے میں کیا سوچتے ہیں؟

[1] .....

(b) مصنف نے کھیلوں کے فوٹو گرافر کے بارے میں کون سی اچھی باتیں بتائی ہیں؟ دو باتیں لکھیے۔

..... 1

..... 2

[2]

(c) مصنف نے سفر کرنے کا کون سا نقصان بیان کیا ہے؟

[1] .....

(d) ایجنسیاں فوٹو گرافروں سے کیا چاہتی ہیں؟

[1] .....

(e) کھیلوں کے فوٹو گرافروں کا رویہ کیا ہوتا ہے ایک دوسرے کے ساتھ:

(i) ایک اہم میچ کے دوران؟

[1] .....

(ii) ایک اہم میچ کے بعد؟

[1] .....

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کھیلوں کا فوٹو گرافر بننا مشکل ہو سکتا ہے۔ اکثر کھیلوں کے بڑے مقابلوں میں، مقابلے منعقد کرنے والے بہت آسانی سے مشہور فوٹو گرافروں کو شرکت کی دعوت دیتے ہیں۔ اس کا مطلب یہ نہیں ہے کہ مواقع نہیں ہیں۔ نئے آنے والوں کو صرف مستقل مزاجی اور خوش قسمتی کی ضرورت ہے !

شروع میں کھیلوں کا فوٹو گرافر بہت کم پیسہ کماتا ہے، جب تک کہ اُسے کوئی موقع نہ ملے۔ ہو سکتا ہے کہ آپ ایک دن ایک صحیح جگہ اور صحیح وقت پر ایک بہترین فوٹو لینے کے لیے موجود ہوں اور وہ تصویر سالوں تک بکتی رہے۔ یہ آپ کی بطور فوٹو گرافر پہچان بنا دے گی۔

(f) کھیلوں کے بڑے مقابلوں میں معروف فوٹو گرافروں کو کیا فائدہ ہوتا ہے ؟

[1] .....

(g) نئے فوٹو گرافروں کو کامیاب ہونے کے لیے کیا کرنا چاہیے ؟

[1] .....

(h) کھیلوں کے فوٹو گرافر کے طور پر شروع میں آپ کتنی کمائی کی توقع کر سکتے ہیں ؟

[1] .....

(i) ایک بہترین فوٹو لینے کے دو فائدے لکھیے۔

..... 1

..... 2

[2]

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Paper 2: Reading and Translation **Question 2 Mark Scheme**

Question	Answer	Marks
2(a)	(یہ) مشکل ہے۔	1
2(b)	1 (آپ) سفر کریں (دنیا دیکھیں)	1
	2 (آپ) کھیلوں کے بڑے ایونٹس/موقع پر جائیں/دیکھیں۔	1
2(c)	(یہ ہو سکتا ہے) تھکا دینے والا۔	1
2(d)	بہترین ایکشن فوٹو	1
2(e)(i)	وہ مقابلہ کرتے ہیں (شدت سے)/(وہاں) (شدت) کا مقابلہ ہے۔	1
2(e)(ii)	(وہ) دوستانہ/معاون ہیں۔	1
2(f)	داخلہ ٹکٹ حاصل کرنا/حاصل کرنا آسان ہے (ان کے لیے)۔	1
2(g)	(آپ کو) مستقل مزاج رہنا چاہئے۔	1
2(h)	بہت کم	1
2(i)	1 یہ سال بہ سال فروخت ہو گا۔	1
	2 یہ اس کی پہچان بنا دے/اسے مشہور کر دے۔	1

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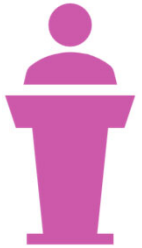
Paper 2: Reading and Translation **Question 3**

Candidates read a **longer text** which will be a narrative text and then answer **11 comprehension questions**. The questions will require candidates to select information from the text and write short answers in the Target Language. Five marks will be awarded for correctly selecting implicit information. **16 marks**.

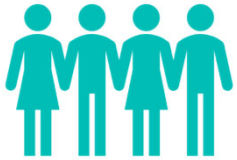
Read the following text carefully and then answer **Question 3** and **Question 4** in **[Target language]**.

The prize-giving ceremony

I still hadn't decided to accept the offer of a job in the school. But the Headteacher telephoned the hotel to invite me personally to the prize-giving ceremony. After that, how could I say no?
When I arrived the pupils were already there. They were waiting outside the school hall, quiet and polite on this important occasion, dressed in their best clothes. Their parents were watching them proudly.



The prize-giving ceremony began with the school song, played on the piano by the music teacher, a tall, happy lady. It was a beautiful song and the children sang it happily. Next was the national anthem and the children stood up straight, looking at the flag. They all sang with enthusiasm and even had their hands on their hearts and tears in their eyes, and it was impressive. The music teacher, however, played the piano too loudly and it was difficult to hear the children singing. Nevertheless, the dignity and pride in the room was so clear that I too found myself standing taller.



When the music finished, older children talked about the various activities which had been carried out during the year. They included Environment Day celebrations, football tournaments, music concerts, art clubs, swimming competitions and educational visits. I was amazed at how hardworking the teachers were. They had organised all these activities for their students.

Next, prize-giving: the best students from each class stood up and received a small book. Finally, the Headteacher wished everyone a happy holiday.

"Ah, just one more special thing! Let me introduce Mr Beeharry. He has come all the way from France to be with us. We really hope he will join us next term." All eyes turned towards me. "Wouldn't it be nice, children, if Mr Beeharry could join us next term and help us in our school?" At once, all the children and parents started clapping loudly. Closing her piano, the music teacher turned and embraced me. I began to feel I would have to accept the job.

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I still hadn't decided to accept the offer of a job in the school. But the Headteacher telephoned the hotel to invite me personally to the prize-giving ceremony. After that, how could I say no?
When I arrived the pupils were already there. They were waiting outside the school hall, quiet and polite on this important occasion, dressed in their best clothes. Their parents were watching them proudly.

The prize-giving ceremony began with the school song, played on the piano by the music teacher, a tall, happy lady. It was a beautiful song and the children sang it happily. Next was the national anthem and the children stood up straight, looking at the flag. They all sang with enthusiasm and even had their hands on their hearts and tears in their eyes, and it was impressive. The music teacher, however, played the piano too loudly and it was difficult to hear the children singing. Nevertheless, the dignity and pride in the room was so clear that I too found myself standing taller.

3 Answer the following questions in **[Target language]** using your own words as far as possible.

(a) What made the narrator decide to go to the school event? (Paragraph 1)

..... [1]

(b) Why did the children behave so well while waiting outside the hall? Give **two** details. (Paragraph 1)

1 .....

2 .....
[2]

(c) What showed that the parents took the occasion seriously? (Paragraph 1)

..... [1]

(d) How did the children feel about singing the school song? (Paragraph 2)

..... [1]

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The prize-giving ceremony began with the school song, played on the piano by the music teacher, a tall, happy lady. It was a beautiful song and the children sang it happily. Next was the national anthem and the children stood up straight, looking at the flag. They all sang with enthusiasm and even had their hands on their hearts and tears in their eyes, and it was impressive. The music teacher, however, played the piano too loudly and it was difficult to hear the children singing. Nevertheless, the dignity and pride in the room was so clear that I too found myself standing taller.

When the music finished, older children talked about the various activities which had been carried out during the year. They included Environment Day celebrations, football tournaments, music concerts, art clubs, swimming competitions and educational visits. I was amazed at how hardworking the teachers were. They had organised all these activities for their students.

(e) What suggested that the children felt proud to be singing the national anthem? Give **three** details. (Paragraph 2)

1 .....

2 .....

3 .....

[3]

(f) How did the music teacher almost cause a problem during the national anthem? (Paragraph 2)

..... [1]

(g) Which **two** sporting activities are mentioned during the assembly? (Paragraph 3)

1 .....

2 .....

[2]

(h) What did Mr Beeharry think about the teachers of the school? (Paragraph 3)

..... [1]



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Next, prize-giving: the best students from each class stood up and received a small book. Finally, the Headteacher wished everyone a happy holiday.

"Ah, just one more special thing! Let me introduce Mr Beeharry. He has come all the way from France to be with us. We really hope he will join us next term." All eyes turned towards me. "Wouldn't it be nice, children, if Mr Beeharry could join us next term and help us in our school?" At once, all the children and parents started clapping loudly. Closing her piano, the music teacher turned and embraced me. I began to feel I would have to accept the job.

(i) What was given out to the children by the Headteacher and why? Give **two** details. (Paragraph 4)

1 .....

2 .....
[2]

(j) How did the people in the assembly show that they wanted Mr Beeharry to come and work at the school? (Paragraph 5)

..... [1]



(k) How did the music teacher show that she liked Mr Beeharry? (Paragraph 5)

..... [1]

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Paper 2: Reading and Translation **Question 4**

This question uses the same narrative text as Question 3. Candidates answer **four questions** testing understanding of language (they must explain the meaning of selected words). **4 marks**

4 Look at the text for Question 3. Identify the word or phrase in the text which means the same as the underlined words:

(a) I got there (Paragraph 1).

..... [1]

(b) A nice piece of music (Paragraph 2).

..... [1]

(c) I was very surprised (Paragraph 3).

..... [1]

(d) Everybody looked at me (Paragraph 5).

..... [1]

Read the following text carefully and then answer **Question 3** and **Question 4** in **[Target language]**.

The prize-giving ceremony

I still hadn't decided to accept the offer of a job in the school. But the Headteacher telephoned the hotel to invite me personally to the prize-giving ceremony. After that, how could I say no?
When I arrived the pupils were already there. They were waiting outside the school hall, quiet and polite on this important occasion, dressed in their best clothes. Their parents were watching them proudly.

The prize-giving ceremony began with the school song, played on the piano by the music teacher, a tall, happy lady. It was a beautiful song and the children sang it happily. Next was the national anthem and the children stood up straight, looking at the flag. They all sang with enthusiasm and even had their hands on their hearts and tears in their eyes, and it was impressive. The music teacher, however, played the piano too loudly and it was difficult to hear the children singing. Nevertheless, the dignity and pride in the room was so clear that I too found myself standing taller.

When the music finished, older children talked about the various activities which had been carried out during the year. They included Environment Day celebrations, football tournaments, music concerts, art clubs, swimming competitions and educational visits. I was amazed at how hardworking the teachers were. They had organised all these activities for their students.

Next, prize-giving: the best students from each class stood up and received a small book. Finally, the Headteacher wished everyone a happy holiday.

"Ah, just one more special thing! Let me introduce Mr Beeharry. He has come all the way from France to be with us. We really hope he will join us next term." All eyes turned towards me. "Wouldn't it be nice, children, if Mr Beeharry could join us next term and help us in our school?" At once, all the children and parents started clapping loudly. Closing her piano, the music teacher turned and embraced me. I began to feel I would have to accept the job.

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..... [1]

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..... [1]

(c) I was very surprised (Paragraph 3).

..... [1]

(d) Everybody looked at me (Paragraph 5).

..... [1]

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Paper 2: Reading and Translation **Question 4**

This question uses the same narrative text as Question 3. Candidates answer **four questions** testing understanding of language (they must explain the meaning of selected words). **4 marks**

4 Look at the text for Question 3. Identify the word or phrase in the text which means the same as the underlined words:

(a) I got there (Paragraph 1).

..... [1]

(b) A nice piece of music (Paragraph 2).

..... [1]

(c) I was very surprised (Paragraph 3).

..... [1]

(d) Everybody looked at me (Paragraph 5).

..... [1]



Question	Answer	Marks
4(a)	I arrived	1
4(b)	A beautiful song	1
4(c)	I was amazed	1
4(d)	All eyes turned towards me	1

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Paper 2: Reading and Translation **Question 4**

This question uses the same narrative text as Question 3. Candidates answer **four questions** testing understanding of language (they must explain the meaning of selected words). **4 marks**

4 Look at the text for Question 3. Identify the word or phrase in the text which means the same as the underlined words:

(a) 我抵达时(第一段)

..... [1]

(b) 好听的音乐 (第二段)

..... [1]

(c) 我感到震撼(第三段)

..... [1]

(d) 每个人都看着我 (第五段)

..... [1]



Question	Answer	Marks
4(a)	来到	1
4(b)	优美	1
4(c)	惊叹	1
4(d)	所有的目光都转向了我	1

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Paper 2: Reading and Translation **Question 5**

Candidates **translate a short text** from the Target Language into English. **10 marks**.

Translate the following passage into **English**.

[Setter to write a passage in target language.]

I would like to tell you about a writing competition in which you can participate. You have to write a short story in just five hundred words or less on a topic of your choice. Famous actors will read the best stories on television.
There are no rules about what kind of story you can write for this contest – it could be a detective story, horror story, comedy story or whatever you like. I will give you just one piece of advice: it is better not to have too many different characters because it could be difficult for people to understand the story.
If you want to enter, please give your stories to me by Friday.

Up to 5 marks are available for the content of your answer and up to 5 marks for language.

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Paper 2: Reading and Translation **Question 5**

Candidates **translate a short text** from the Target Language into English. **10 marks**.

5 Translate the following passage into **English**.

मी तुम्हाला एका लेखन स्पर्धेबद्दल सांगू इच्छितो त्यामध्ये तुम्ही भाग घेऊ शकता. तुम्हाला तुमच्या आवडीच्या विषयावर फक्त पाचशे शब्दात किंवा त्याहूनही कमी शब्दात एक छोटी गोष्ट लिहावी लागेल. प्रसिद्ध कलाकार टेलिव्हिजनवर सर्वोत्तम कथा वाचतील.
या स्पर्धेसाठी तुम्ही कोणत्या प्रकारची गोष्ट लिहिणार यावर कोणतेही नियम लागू नाहीत - ती गुप्तहेर कथा, भयपट कथा, विनोदी कथा किंवा तुम्हाला आवडणारी कोणतीही गोष्ट असू शकते. मी तुम्हाला फक्त एकच सल्ला देईन: खूप वेगवेगळी पात्रे न ठेवणे चांगले कारण लोकांना कथा समजणे कठीण होऊ शकते.
जर तुम्हाला भाग घ्यायचा असेल, तर कृपया तुमच्या कथा शुक्रवारपर्यंत मला द्या.

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Paper 2: Reading and Translation **Question 5 Mark Scheme**

Question	Answer	Marks	
5	Use the marking grids for Content and Knowledge and Understanding of Language to mark Question 5. This question assesses AO2 Reading: R1 demonstrate understanding of everyday material, informative texts and narrative texts R2 understand ideas, opinions and attitudes R4 understand and employ a range of apt vocabulary *Example response in English with key points highlighted.* I would like to tell you about a **writing competition** in which you can participate. You have to **write a short story** in just five hundred words or **less on a topic of your choice**. **Famous actors will read** the best stories **on television**. **There are no rules** about **what kind of story you can write** for this contest – it could be a detective story, horror story, comedy story or whatever you like. I will give you just **one piece of advice**: it is better **not to have too many different characters** because it could be difficult for people to understand the story. If you want to enter, please **give your stories to me by Friday**.	**10**	

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Paper 2: Reading and Translation **Question 5 Mark Scheme**

Content

Award up to 5 marks for Content key points.

Marks	Description
5	• Candidates demonstrate very good understanding by communicating all information, ideas, opinions and key points clearly.
4	• Candidates demonstrate good understanding by communicating most information, ideas, opinions and key points clearly.
3	• Candidates demonstrate satisfactory understanding by communicating some information, ideas, opinions and key points clearly.
2	• Candidates demonstrate basic understanding by communicating limited information, ideas, opinions and key points clearly.
1	• Candidates demonstrate limited understanding by communicating very little information, ideas, opinions and very few key points clearly.
0	• No rewardable material.

Knowledge and Understanding of Language

In addition to the content marks, examiners will award up to 5 marks holistically, based on the whole passage written by the candidate, using the level of response descriptions below.

Marks	Description
5	• Demonstrates knowledge of complex grammatical structures in the target language through correct and precise translation. • Demonstrates wide and precise understanding of vocabulary in the target language through precise and accurate translation.
4	• Demonstrates knowledge of standard grammatical structures in the target language through correct translation. • Demonstrates good understanding of vocabulary in the target language through accurate translation.
3	• Demonstrates knowledge of unsophisticated and generally simple grammatical structures in the target language through mostly correct translation. • Demonstrates some understanding of vocabulary in the target language through mainly accurate translation.
2	• Demonstrates knowledge of very simple grammatical structures in the target language through some correct translation. • Demonstrates understanding of a narrow range of vocabulary in the target language through some accurate translation.
1	• Demonstrates limited knowledge of a few very simple grammatical structures in the target language through limited translation. • Demonstrates limited understanding of a narrow range of vocabulary in the target language through limited translation.
0	• No rewardable material.

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Any questions?

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School Support Hub

Resources for teachers



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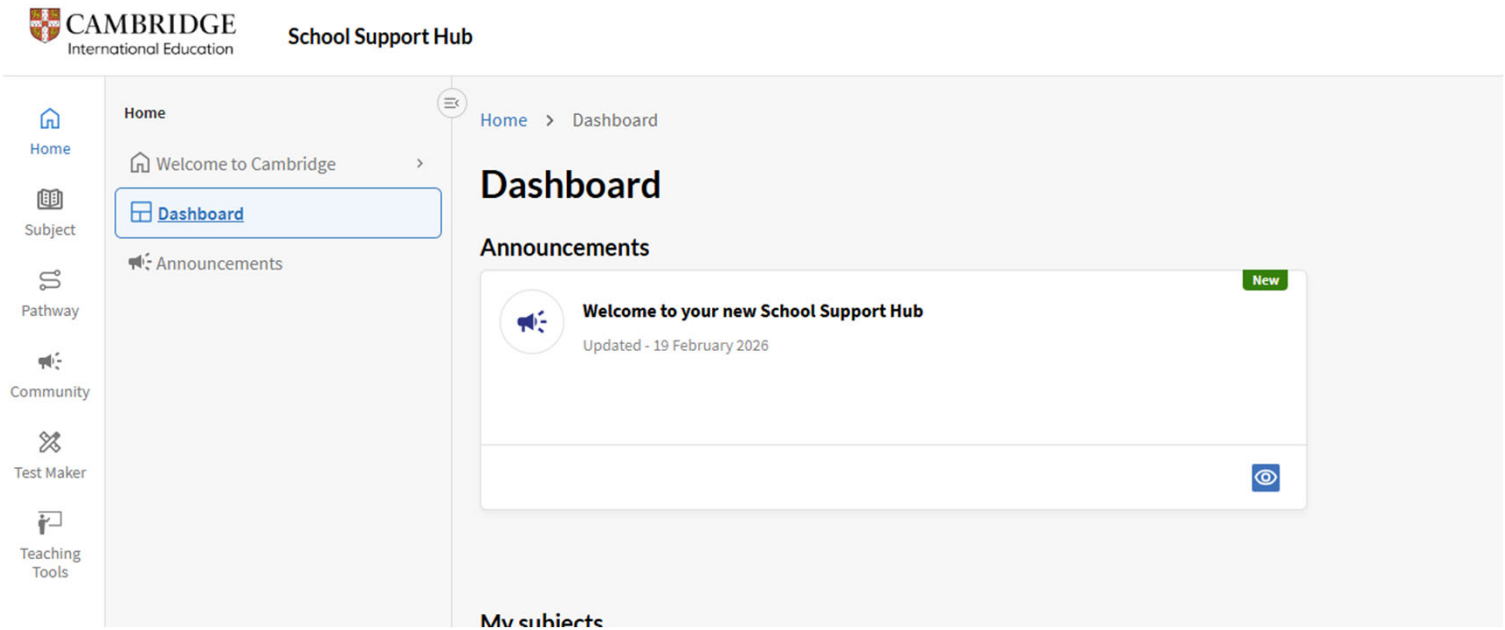
You can access the School Support hub online here: https://schoolsupporthub.cambridge.org

Ask the exams officer in your school for login details to access the School Support Hub



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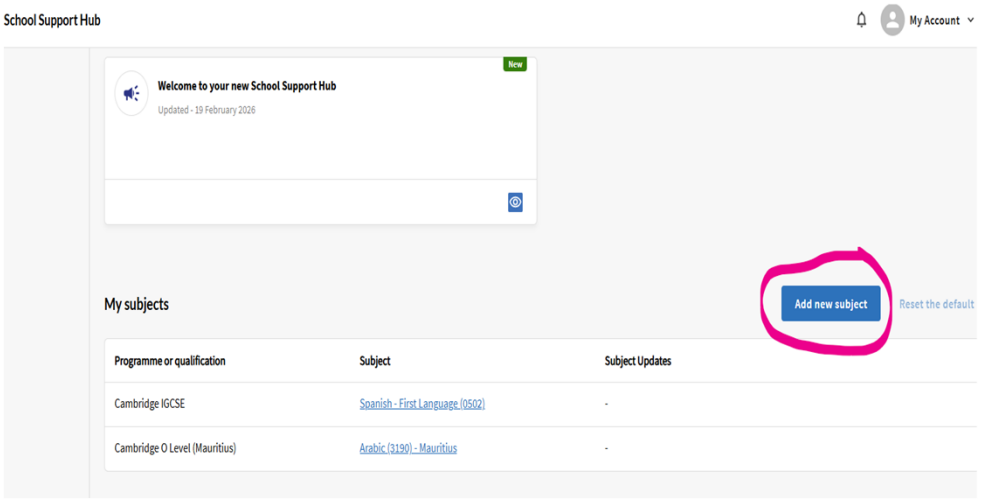
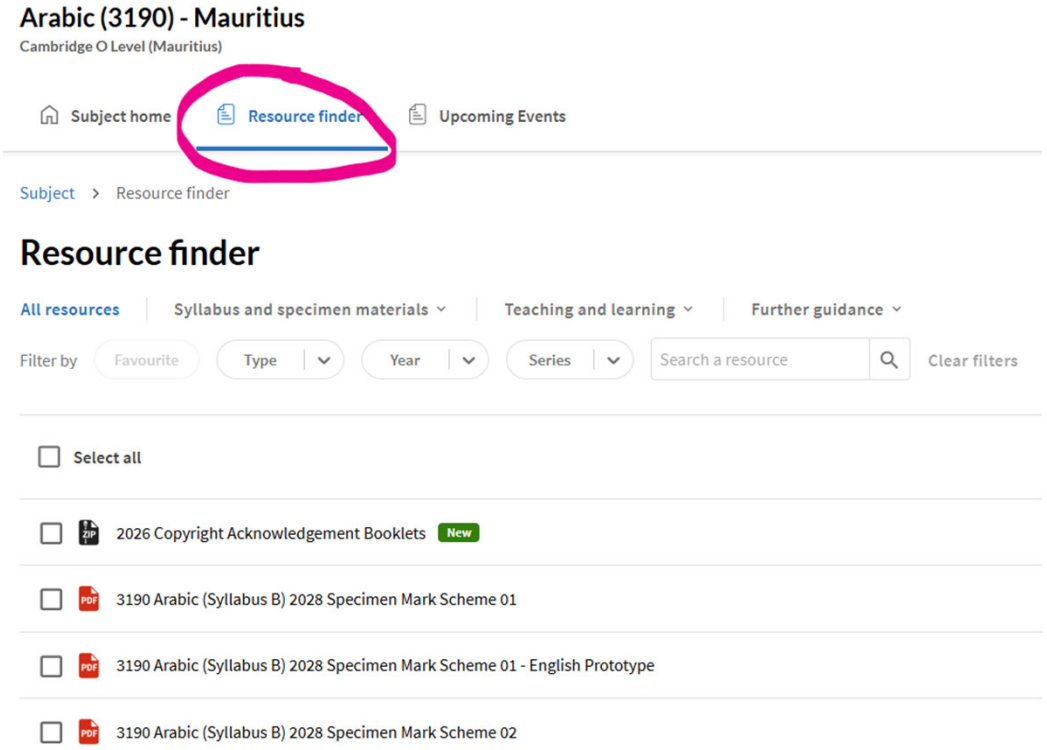
Use this site to find syllabus and specimen materials, teaching resources, and examination resources, for each syllabus.





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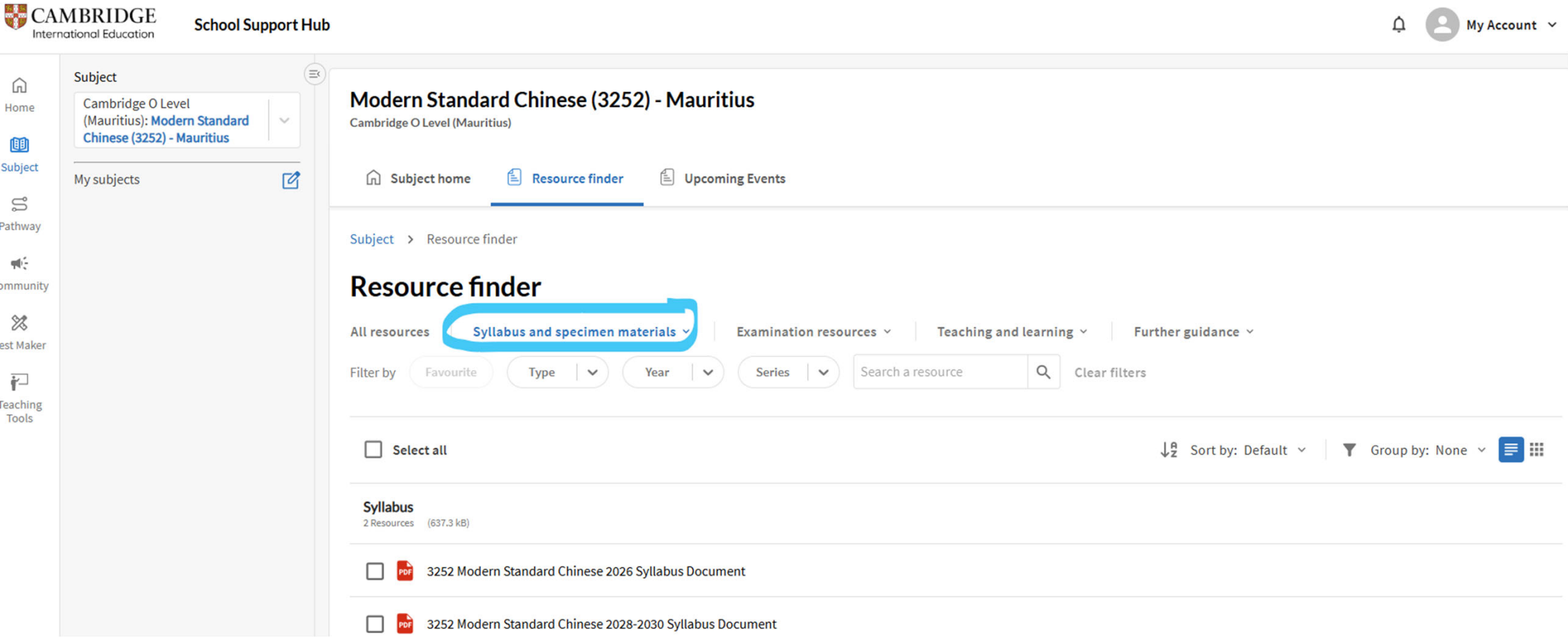

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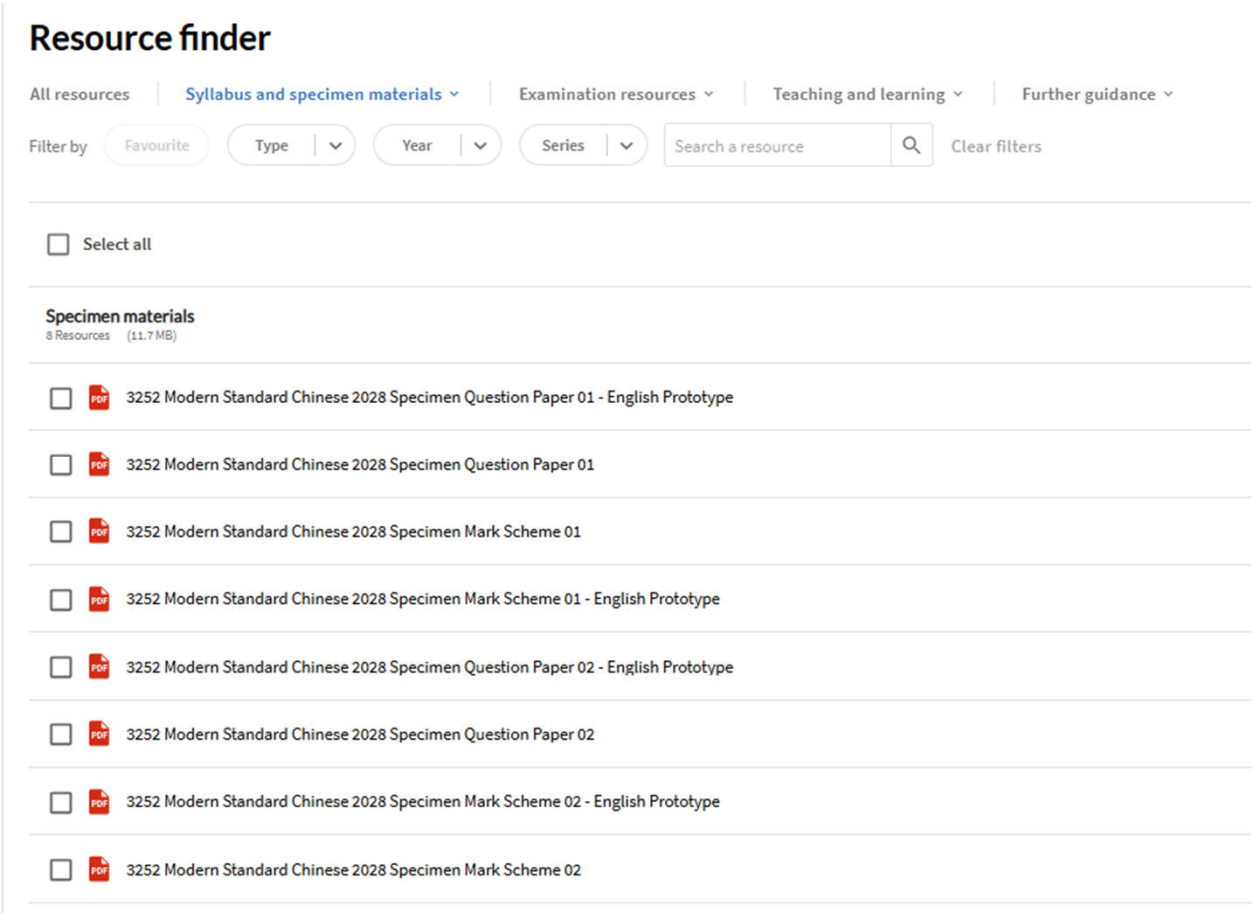

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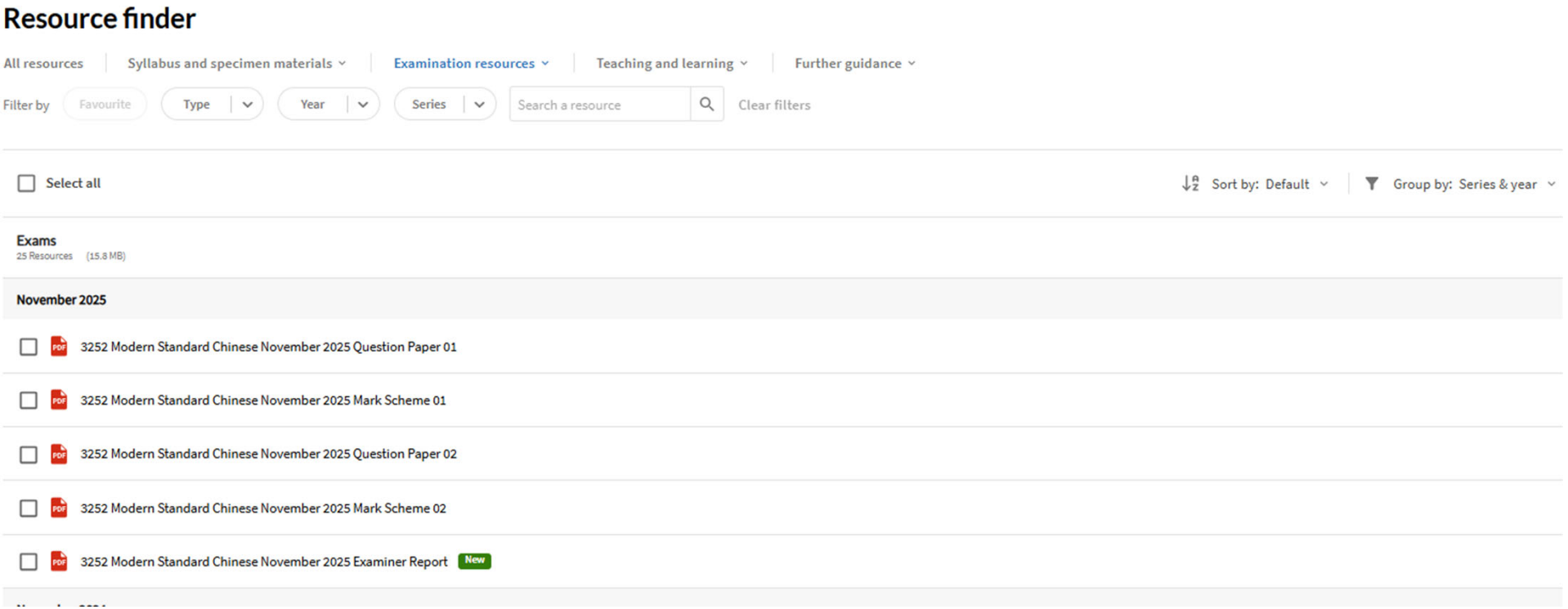

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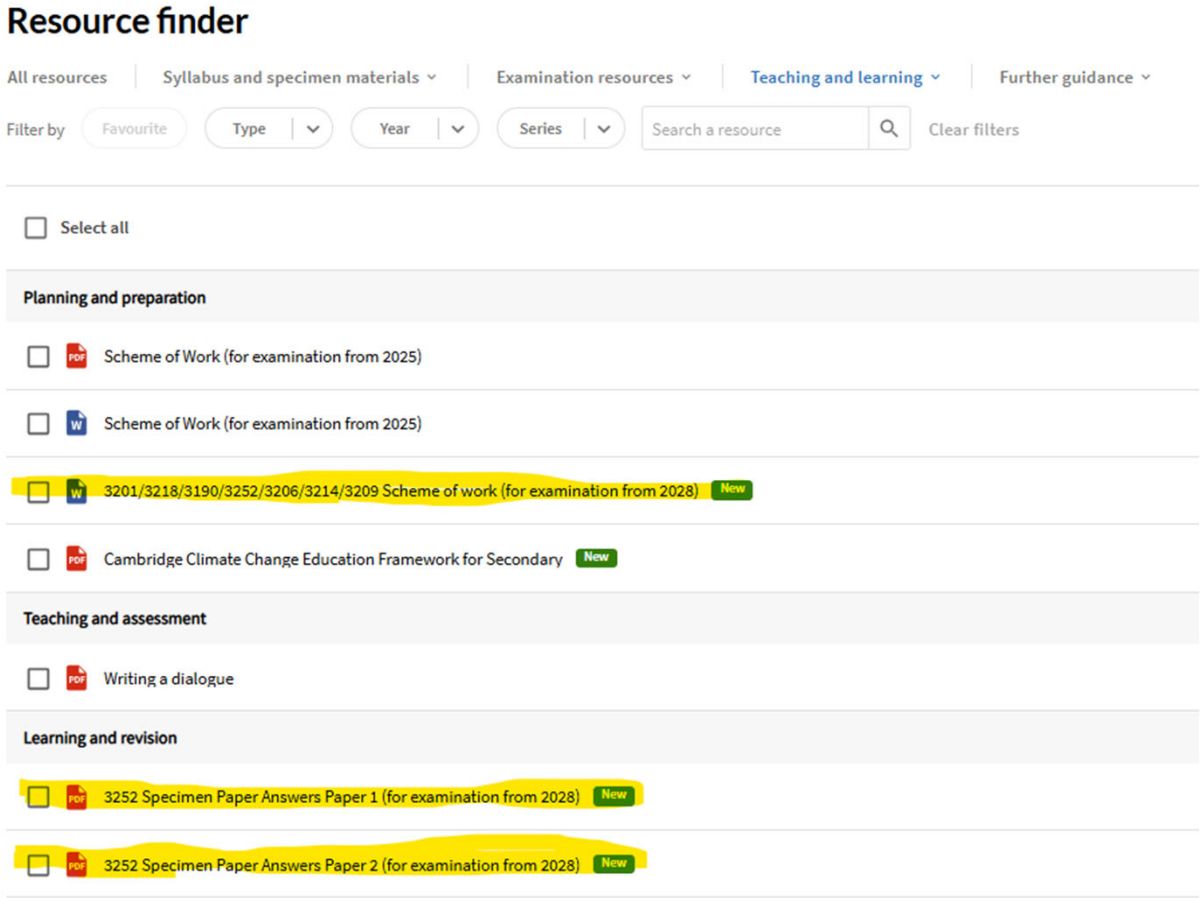

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Scheme of Work (on the School Support Hub)

Component content	Suggested teaching activities
Translation Paper 2: Section A, 30 marks. Two translations, one from the target language into English (10 marks) and one from English into the target language (20 marks).	Translation can be beneficial when embedded in the four skills which define language competence: reading, writing, speaking and listening. **Material for translating to be used in classroom** Teachers should take into consideration the following criteria when selecting the material for translation. It should: • reflect the learners' needs and be appropriate to their level: • be authentic • represent a range of styles and registers • illustrate the problems, challenges and strategies of translation in general • be interesting and translatable • be short texts for work in class, and longer ones for translation at home. **Strategies for teaching translation tasks** **Warm-up:** To prepare learners for the activity give an introduction to the material they are going to work with challenging and getting learners to think about key vocabulary and language items. **Pair/group work:** Translation is usually regarded as an activity to be done individually. The ability to discuss translations in an objective way is central to learner's competence. **The 1st stage of discussion – in a group or in a pair:** This gives all the learners a chance to be heard, to test their ideas, to listen and compare. The teacher's task is to help (by listening to their translations and pointing out any features of the target language that haven't come through). **The 2nd stage of discussion – one group meets another:** Bring together groups which have found different solutions. Translation is a constant process of making choices. Discussion gives the learners time for reflection, a chance to change their minds and the possibility to select 'the best' variant. The learners can work orally or to take notes, translating parts of text, instead of writing down whole passages. Time-limits should be set to prevent the learners from getting 'stuck' and spending too long on the activity, but sufficient time should be left for the discussion. **The final stage – class discussion:** In the final stage the teacher's contribution is crucial: after listening to the suggested translations, the teacher and learners indicate their own preferences, giving reasons; the teacher may even offer alternative translations.

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Scheme of Work (on the School Support Hub)

Component content	Suggested teaching activities
	Some ideas for classroom activities • Groups work on translating different sections of a text, and then regroup to connect together their parts into a full text, with suitable connecting language. • Learners bring in short texts / proverbs / poems and present them to the class, explaining why they like them. These are then used for translation. Comparisons • Groups work on short texts then regroup and compare their versions, before producing a final text. This can then be compared with an 'official' published version. • Learners translate, compare versions and discuss why there are differences. • Learners look at 'bad' translations and discuss the causes of errors. Translation software programmes and web pages are good sources of these. • Ask learners to find different kinds of texts for comparison and translation, for example recipes, emails, technical texts, etc. Project work • Learners translate the script of a scene from a film, and then dub over the scene itself with their new version in the L2. • Learners develop a webpage or blog with their own translated work. • Learners participate in live online forums such as Word Reference. • Learners research and then present their findings on the translations of a particular group of words, such as those of their own professional field. • Learners evaluate translation software/web pages and then report back to the group.

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Specimen Answers (on the School Support Hub)

Specimen answer

Hello, Everybody!

Food – we must to avoid wasting it!.

I decided to give a speech on this topic because I read a very interesting article. We waste food – at home, in restaurants, at school. Food is more and more expensive and many people in all the world is hangry. Also, food transport in aeroplanes have a big impact for the environment.

In my house my parents make a list so try not waste food when they go shoping to the supermarket. What more, supermarkets put food not sold in the rubish. This food can go to hangry people, and also leftover food at weddings. We should make a school organisation for to carry wasted food to hangry people. If you want for to help, speak with me after please.

Thank you

Mark awarded for Content = 7 out of 8

Mark awarded for Language = 6 out of 8



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Specimen Answers (on the School Support Hub)

Examiner comment

Content

This response is a good attempt at a demanding topic. The ideas are all relevant to the overall theme and bullet points, and although there is repetition of the stimulus, a fairly wide range of detailed ideas is introduced and referred to. The organisation is logical, although occasionally a little forced in order to work in reference to the bullet points (…and also leftover food at weddings), and there is an appropriate ending for a speech of this type and context. For Content this was awarded 7 marks.

Language

The language in this response is uneven in quality but this does not affect the coherence overall. There is a variety of sentence types, including compound, complex and list-based ones (at home, in restaurants, at school partly copied from the stimulus, but it works here). There is an attempt to use linking language, (because, also, what more is, and also, if…). Although there is repetition and stimulus re-use e.g. food, this is hard to avoid in a speech on such a topic and there is some less familiar vocabulary (a very interesting article, more and more expensive, in all the world, a big impact…environment, rubish).

The style and register are appropriate – with an announcement at the beginning and an appeal at the end. Spelling mistakes do not affect communication. The grammar range is limited in terms of verb tenses (although with two attempts at appropriate modal verb use). The clear errors of usage do not seriously obscure the meaning, but they do lessen the effectiveness of the speech. The response was awarded 6 marks. With fewer verb errors it might have achieved 7 marks.

The candidate could have improved their mark considerably by focusing on a limited range of constructions, on sentence patterns and grammar, and on writing complex sentences with appropriate connectors.

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Specimen Answers (on the School Support Hub)

Common errors and general guidance for candidates (Questions 1 and 2)

Candidates should read the question carefully and think about the format of the response (e.g. letter, speech).

- Relevance is one of the marking criteria, therefore, it is important that candidates attempt to cover all the bullet points. The task has a limited word count, so avoid over-long introductions or conclusions which do not contribute to covering the bullet points.
- Candidates should be able to gain full marks for both Content and Language without exceeding the stated word limit. Over-long answers often lead to error and/or irrelevance.
- Candidates should try to use a wide range of expressions and vocabulary and a range of sentence patterns, including compound and complex sentences.
- The ideas should be organised and connected by linking words and devices so that the text is coherent and easy to read.

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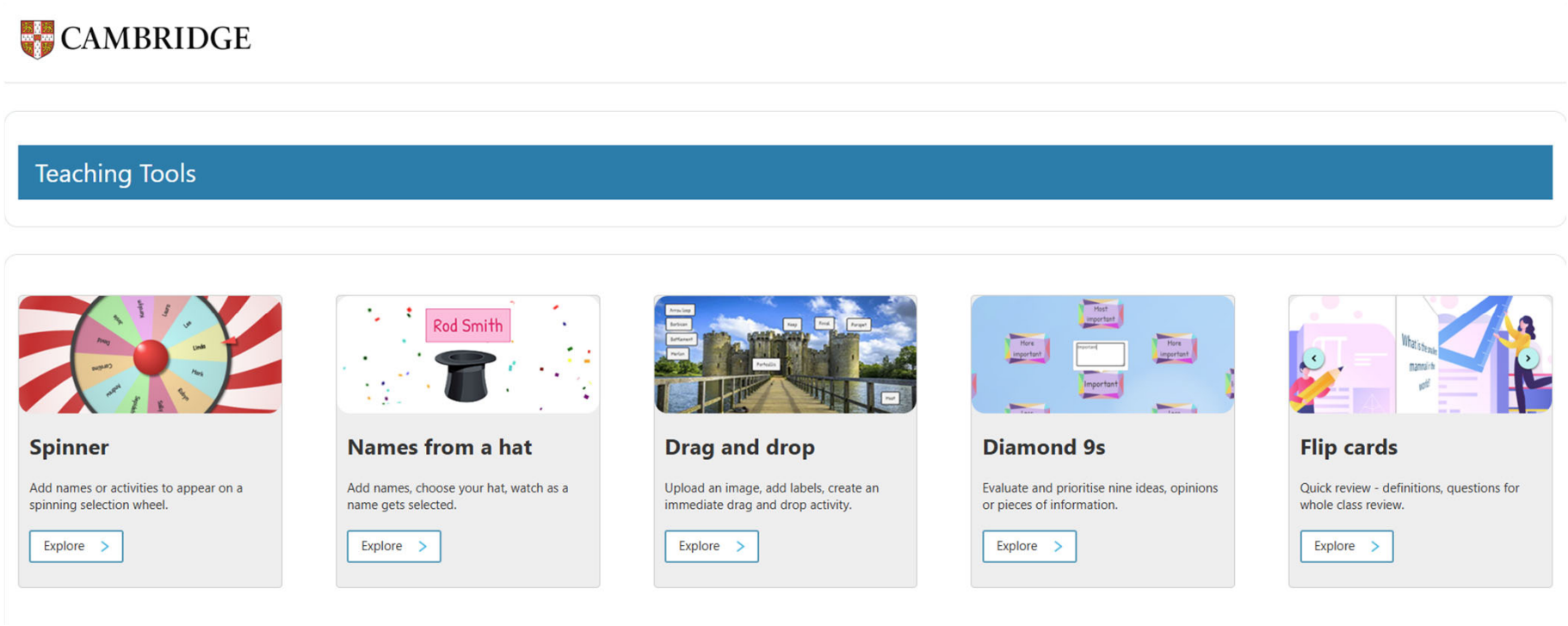
Teaching Tools (on the School Support Hub)



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Thank you!

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