

**IoL EDUCATIONAL TRUST  
(IoLET)**

**CERTIFICATE IN BILINGUAL SKILLS**

**HANDBOOK FOR CANDIDATES**

**Effective October 2005**

This Handbook supersedes the previous versions. Candidates and teaching staff must ensure that they are working from the current edition of the Handbook. The Chartered Institute of Linguists cannot be held responsible for any problems arising from use of an out of date version.

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## **NEW BEGINNINGS FOR THE CBS**

The Certificate in Bilingual Skills, the CBS, has been in existence since 1986 and was devised to establish a bench mark of competence, at a foundation level, for those who hope to work, or are already working, in the public service or voluntary sector in situations where bilingual competence is required. The CBS is also of benefit to those who live in a bilingual situation and would like to improve their English language skills, so as to be able to communicate more effectively with English-speaking personnel in the public services.

The CBS was the subject of a review in 2005 and modifications have been made to the format of the role plays and the letter into the other language. Sample papers can be found on our website. Another significant recommendation which came out of the review was that the CBS should also address the specific needs of particular sections of the working population eg health workers, social services employees. If sufficient candidates come forward, we shall be happy to provide more context-specific papers. Please contact the CBS Examination Manager at the Institute.

The award has been officially accredited by the QCA (Qualifications and Curriculum Authority) and has been included in the National Qualifications Framework at Level 3. This makes it eligible for course funding from the Learning & Skills Council. In addition, the division of the award into two units should allow centres to claim funding per completed unit and not, as in the past, per completed qualification.

In terms of career development, the CBS provides evidence of linguistic competence to support applications for training in the public service or voluntary sector or for training as public service interpreters. The CBS is therefore relevant preparation for the Diploma in Public Service Interpreting which provides access to the National Register of Public Service Interpreters.

Henry Pavlovich  
Director  
Chartered Institute of Linguists

September 2005

**SPECIAL NOTE:**

The IoL Educational Trust organises thousands of individual examinations every year. The vast majority proceeds without a hitch. However, there are occasionally one or two candidates who suffer unforeseen problems, such as an examiner falling ill on the day or scripts being lost in the post. In such circumstances the Institute always does its best to rectify such problems on the day, but may have to make alternative arrangements, such as a re-sit at the next Certificate in Bilingual Skills (CBS) examination. The Institute will not be responsible for any consequential losses to candidates or Centres arising from such problems.

***EQUAL OPPORTUNITIES POLICY FOR EXAMINATION CANDIDATES***

The IoL Educational Trust is committed to equality of access to examinations. This commitment applies to all candidates, regardless of gender, age, racial origin, nationality, creed, sexual orientation, marital status, employment status or disability.

The IoL Educational Trust seeks to ensure that:

- the content and assessment of its examinations are non-discriminatory and are appropriate to the knowledge and skills specified
- the style and language of its documentation are readily understood and do not reflect stereotyped or biased attitudes
- its examiners and all associated with its examinations apply a fair and just process. In the case of a matter relating to this policy, candidates should contact in writing the Director of Examinations at the IoL Educational Trust.

## INTRODUCTION

### ***OBJECTIVE OF THE CERTIFICATE IN BILINGUAL SKILLS (CBS)***

The objective of the CBS is to make a language qualification available to providers or consumers of public services which recognises:

- a) oral and written competence in English and another language used by speech communities in Britain; and
- b) practical bilingual skills in the context of the public services.

**NOTE:** The CBS does not qualify successful candidates to act as interpreters in the public service. It can, however, serve as a first step towards training as a public service interpreter via the IoL Educational Trust's Diploma in Public Service Interpreting.

### ***THE CERTIFICATE IN BILINGUAL SKILLS AND CAREER DEVELOPMENT***

The CBS is of use in career development for the following reasons:

- 1. it gives confidence to public service users living in communities where English is the second language;
- 2. it can be combined with parallel training for professional or vocational work in the public services, e.g. bilingual social work; and
- 3. it acts as an access to training for the IoL Educational Trust's Diploma in Public Service Interpreting, which leads to entry in the National Register of Public Service Interpreters.

### ***AVAILABILITY OF THE CERTIFICATE IN BILINGUAL SKILLS***

The CBS is normally available to candidates attending courses recognised by the IoL Educational Trust for this purpose. While the duration of courses may be up to 120 hours, candidates are advised that regular attendance for a minimum of at least 80% of contact time is strongly recommended. The Certificate is awarded for English and any language or major dialect which has a written form and is used by speech communities in Britain. The list of languages for which the CBS is awarded in any one year is published in the spring of the preceding year. For availability of languages in a given session, please contact the IoL Educational Trust's Central Registration Department. Languages which have previously been offered are listed at Appendix "A".

#### **Courses**

The IoL Educational Trust is an examinations board and does not run courses. However, centres are asked to inform the Institute if they intend to run courses leading to the CBS examination. Candidates are advised to contact the IoL Educational Trust's Central Registration Department for a list of examination centres running CBS courses.

### **Examination Centres**

Centres running courses that lead to the CBS examination will also act as examination centres for their candidates. If there is sufficient demand, there will also be an IoL Open Centre, London.

Further information is available from the Central Registration Department at the IoL Educational Trust.

### ***LEVEL OF THE CERTIFICATE IN BILINGUAL SKILLS***

The level of linguistic proficiency expected is that of the National Language Standards Level 3, A-Level or Scottish Higher Grade. Candidates are required to demonstrate at least this level of competence in the chosen language and in English, **both written and spoken**.

Before entry to a course it is recommended that candidates have obtained or can demonstrate GCSE level competence in English and the Other Language at least at Grade C level or equivalent.

### ***KEY SKILLS***

It is anticipated that preparation for the examination and the examination itself will provide opportunities for candidates to be assessed for the Key Skills of

- working with others
- improving own learning and performance
- problem-solving.

# THE EXAMINATION

## **CONTEXT AND LANGUAGES**

The Certificate in Bilingual Skills examination is set within the context of the public services. Candidates are examined in English and **one** other language which will be agreed between the candidate, the Centre and the Institute. The IoL Educational Trust reserves the right not to set an examination in a particular language (see Appendix "A" for a list of languages which have been set in previous years).

Candidates should be familiar with and able to use the concepts and language appropriate to the main public services. The examination therefore tests the ability of candidates to communicate effectively at A-level standard in English and the Other Language outside their own home and family in areas where they might come into contact with central or local government services. Details of these areas are given under the rubric **TOPIC AREAS**.

Candidates will be tested in all of the Tasks described below, both in English and the Other Language.

Both units must be successfully completed within a five year period for candidates to be awarded the Certificate. Candidates **must** initially sit both Units/all four Tasks in one examination session but may re-sit either Unit at later sessions if unsuccessful. Successful candidates will be awarded the full Certificate; candidates successful in one Unit only will be awarded a Unit Certificate.

## **EXAMINATION FORMAT**

The examination consists of two Units. All tasks within these units test candidates' knowledge and vocabulary in both English and their chosen Other Language. In order to provide a realistic level of assessment, each of the tasks is set in a practical context.

**The format of the role play and Task 4B has been amended and these amendments will come into effect as from the May 2006 examination. For a sample paper, see the Institute's website [www.iol.org.uk](http://www.iol.org.uk).**

The Units and their subtasks are as follows:

### **UNIT 01 – ROLE PLAY AND SIGHT TRANSLATION:**

#### **TASK 1:       ROLE PLAY**

1:       ROLE PLAY IN ENGLISH AND THE OTHER LANGUAGE

#### **TASK 2:       SIGHT TRANSLATION**

2A:     SIGHT TRANSLATION INTO ENGLISH

2B:     SIGHT TRANSLATION INTO THE OTHER LANGUAGE

### **UNIT 02 – WRITTEN TRANSLATION AND LETTER:**

#### **TASK 3:       WRITTEN TRANSLATION**

3A:     TRANSLATION INTO ENGLISH

3B:     TRANSLATION INTO THE OTHER LANGUAGE

#### **TASK 4:       LETTER WRITING**

4A     LETTER IN ENGLISH

4B     LETTER IN THE OTHER LANGUAGE

## **STRUCTURE OF UNITS**

### **ORAL UNIT (Approximately 45 Minutes)**

Wherever possible, authentic (or adapted) material is used. All oral tasks will be recorded on tape for moderation purposes. Candidates **ARE NOT** allowed to make their own tape-recordings of the oral tasks.

#### **TASK 1 - ROLE PLAY**

Candidates are required to demonstrate the ability to:

- 1.1 take part in a role play within a public service context, interacting with both an Other Language-speaking interlocutor/examiner and an English-speaking interlocutor/examiner;
- 1.2 listen to the Other Language interlocutor/examiner and make appropriate notes on each point mentioned;
- 1.3 report back to the English-speaking interlocutor/examiner, listen to his/her comments and make appropriate notes on each point mentioned;
- 1.4 report back to the Other Language interlocutor/examiner.
- 1.5 The role play is an interview, **NOT** an interpreting exercise. A courteous, formal register of language should be used.
- 1.6 During preparation candidates may make notes but any notes must be handed to the examiner before leaving the examination room together with the brief and report-back notes.
- 1.7 Candidates are advised that they **ARE** allowed to use dictionaries and glossaries during the preparation time.
- 1.8 Preparation Time: 5 Minutes - Examination Time: 15 - 20 Minutes
- 1.9 Candidates take part in a bilingual role play on the basis of a brief written in English which will be given to them FIVE minutes before the beginning of the task.
- 1.10 For the purpose of the role play candidates will normally take the part of a bilingual representative of the public services interacting with an English-speaking employee of the public services and one other non-English speaker. Only the report-back stages of the interaction are assessed.

#### **TASK 2 - SIGHT TRANSLATION**

Candidates are required:

- 2.1 to produce an accurate and complete oral translation at sight from the Other Language into English of a text equivalent to about 100 words of English when translated;
- 2.2 to produce an accurate and complete oral translation at sight from English into the Other Language of a text 100 words long (+/- 10%).
- 2.3 Candidates are advised that dictionaries and glossaries **ARE NOT** allowed.
- 2.4 Candidates are advised that note-taking **IS NOT** allowed during the preparation time.

- 2.5 Candidates are advised that they must not annotate or mark the text in any way.
- 2.6 The test paper must not be removed from the examination room.

**Task 2A      Sight Translation into English**

- 2.7 Preparation Time: 2 to 3 Minutes - Examination Time: up to 5 Minutes.
- 2.8 Candidates are required to produce an accurate and complete oral translation at sight from the Other Language into English of a text equivalent to about 100 words of English when translated.
- 2.9 The text will be of a semi-formal nature such as correspondence encountered in the course of bilingual work. The context and purpose of the text are made clear.

**Task 2B      Sight Translation into the Other Language**

- 2.10 Preparation Time: 2 to 3 Minutes - Examination Time: up to 5 Minutes
- 2.11 Candidates are required to produce an accurate and complete oral translation at sight of a text of about 100 words from English into the Other Language.
- 2.12 The text will be of a formal nature such as regulations, rules, notices, instructions or official correspondence such as may be encountered in the course of bilingual work. The context and purpose of the text are made clear.

**WRITTEN UNIT (3 Hours)**

**Wherever possible, authentic (or adapted) material is used.**

**TASK 3 - TRANSLATION**

Candidates are required:

- 3.1 to demonstrate the ability to write clearly in both languages and to convey meaning accurately so that the translation can be used as intended. This requires the ability to translate intercultural differences.

**The Task:**

- 3.2 Candidates must translate **TWO** passages. The texts are relevant to the bilingual context of the public services and the intended user of the translation is specified. The register of language will generally be formal.
- 3.3 Candidates **ARE** allowed to bring dictionaries (hard copies only; no electronic dictionaries) and other reference material, including compilations of technical terms (wordbanks), into this part of the examination. However, candidates should beware of spending too much time referring to dictionaries etc.  
(Please refer to page 24 'Use of Reference Materials in the Examination'.)
- 3.4 Candidates are expected to be accurate in spelling and should check their answers to ensure that they do not misspell words through carelessness. This also applies to the use of accents/diacritics.

### **Task 3A - Translation into English**

- 3.5 One passage in the Other Language of the equivalent length of 200 – 225 words when translated into English (bearing in mind differences in syntax, grammar and vocabulary) for translation from the Other Language into English.

### **Task 3B - Translation into the Other Language**

- 3.6 One passage of 200 - 225 words in English for translation into the chosen Other Language;

*SPECIAL NOTE:* Scripts must **NOT** be written in pencil.

### **TASK 4 - LETTER WRITING**

Candidates are required:

- 4.1 to demonstrate the ability to write a formal letter in English and a formal letter in the Other Language which will convey the purpose of the letter to its intended recipient;
- 4.2 to write clearly and in language appropriate to the recipient, making use of the normal letter-writing conventions.

#### **The Task:**

- 4.3 Candidates must write **TWO** letters.

#### **Task 4A - Letter in English**

- 4.4 One letter in **English** such as might be written by or on behalf of a speaker or a group of speakers of the Other Language to an official agency, e.g. a local council Planning Department in the United Kingdom.

#### **Task 4B - Letter in Other Language**

- 4.5 One letter in the **Other Language** such as might be written on behalf of an official agency, i.e. a Benefits Office, to an individual in the United Kingdom or abroad, or to an agency abroad.
- 4.6 Both letters are based on background material which could take the form of a memorandum, notes, an official letter or other document. Some background material for the letter in English may be in the Other Language, the background material for the letter in the Other Language is in English.
- 4.7 Candidates **ARE** allowed to bring dictionaries (hard copies only; no electronic dictionaries) and other reference material, including compilations of technical terms (wordbanks), into this part of the examination. However, candidates should beware of spending too much time on referring to dictionaries etc. (Please refer to page 24 'Use of Reference Materials in the Examination'.)

Candidates are expected to be accurate in spelling and should check their answers to ensure that they do not misspell words through carelessness. This also applies to the use of accents/diacritics.

*SPECIAL NOTE:* Scripts must **NOT** be written in pencil.

**IMPORTANT NOTE:**

**Candidates are advised to devote at least five minutes to careful study of the Instructions to Candidates to ensure they understand the purpose of the letter.**

**Candidates are reminded that the Certificate in Bilingual Skills is a vocational qualification. Marks will be deducted if any relevant facts contained in the instructions to candidates are omitted, no matter how well written the letter.**

***CERTIFICATION***

A Certificate will be awarded to candidates who attain a Pass in all tasks in both Units. Merit and Distinction grades will be awarded for tasks where candidates attain the required number of marks. (Please refer to pp. 10-20 for Assessment Criteria and Mark Sheets.)

For details of Unit Certificates and Re-sits see page 23.

## **ASSESSMENT CRITERIA AND MARK SHEETS**

### **ASSESSMENT CRITERIA FOR TASK 1 – ROLE PLAY**

Criteria are valid for Task 1 - Role Play in English and the Other Language. These criteria will come into effect from May 2006. The role play mark sheets have also been amended.

The assessment of this task will take into account the effectiveness of communication between the candidate and the interlocutor/examiner **to the standard of the examination**. Each interlocutor will also act as an examiner of the candidate.

#### **Accuracy, Completeness and Coherence:**

##### **The Candidate (statements relate to the highest level of performance, Band A):**

- transfers all the information with no omissions, distortions or incoherence

#### **Vocabulary, Grammar and Pronunciation:**

##### **The Candidate (statements relate to the highest level of performance, Band A):**

- makes appropriate choice of words throughout to convey meaning accurately
- consistently demonstrates correct use of grammatical constructions
- uses specialist terminology correctly
- has clear pronunciation which can be easily understood at all times

#### **Presentation, Manner and Fluency:**

##### **The Candidate (statements relate to the highest level of performance, Band A):**

- acts naturally at all times and is at ease within prescribed role
- expresses points confidently and politely
- expresses self with consistent fluency

#### **SPECIAL NOTE**

In the role play it is helpful for candidates to have a firm, polite and confident manner suitable for dealing with situations in a public service context, including situations where conflict might arise. Candidates' roles will cover a variety of such contexts (see page 22 under Topic Areas) and in preparation for the tests it is recommended that a number of past papers are scrutinised and used for mock practice examinations. (A range of past papers should also be scrutinized in preparation for the other sections of the examination.) Candidates will generally need to be familiar with the language of exposition and explanation, be able to make and respond to questions and suggestions and be able to decide on or negotiate a course of action. In addition, as past papers will show, candidates will need to persuade, convey emotional language, request clarification, sum up or reassess a situation and move the action on. Use of language appropriate to the situation whether in English or the Other Language is therefore very important. Candidates should also be aware of cultural differences and procedures which might cause confusion. Candidates should not be afraid to challenge the person playing the other role if they feel the information given to them is wrong, or if they feel there are misunderstandings which need clarification.

***Please note that the two mark sheets for Task 1 are identical. A sample mark sheet is shown together with the Criterion Statements.***

**CBS CRITERION STATEMENTS FOR TASK 1 ROLE PLAY (with effect from May 2006)**

	<b>ACCURACY, COMPLETENESS, COHERENCE</b>	<b>VOCABULARY, GRAMMAR, PRONUNCIATION</b>	<b>PRESENTATION, MANNER, FLUENCY</b>
<b>B A N D A</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>
	The candidate: <ul style="list-style-type: none"> <li>accurately transfers all information with no omissions, distortions or incoherence</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>makes appropriate choice of words throughout to convey meaning accurately</li> <li>consistently demonstrates correct use of grammatical constructions</li> <li>uses any specialist terminology correctly</li> <li>has clear pronunciation, easily understood at all times</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>acts naturally at all times and is at ease within prescribed role</li> <li>expresses points confidently and politely</li> <li>expresses self with consistent fluency</li> </ul>
<b>B A N D B</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>
	The candidate: <ul style="list-style-type: none"> <li>accurately transfers information with only a few minor omissions, distortions or minimal incoherence</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>largely makes appropriate choice of words to convey meaning accurately</li> <li>demonstrates for most part correct use of grammatical constructions with a few minor errors</li> <li>uses any specialist terminology mainly correctly</li> <li>has mainly clear pronunciation, easily understood</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>acts naturally for most part and is at ease within prescribed role</li> <li>mostly expresses points confidently and politely</li> <li>mostly expresses self fluently</li> </ul>
<b>B A N D C</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>
	The candidate: <ul style="list-style-type: none"> <li>accurately transfers information but with some minor omissions, distortions; some incoherence may be present</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>uses adequate range of vocabulary to convey meaning accurately</li> <li>demonstrates adequate use of grammatical constructions but some errors of grammar and syntax</li> <li>adequately uses any specialist terminology</li> <li>may make pronunciation errors/have strong accent but can be understood</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>demonstrates adequate competence within prescribed role</li> <li>expresses points with sufficient confidence and politeness</li> <li>generally expresses self fluently but some hesitation may be present</li> </ul>
<b>B A N D D</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>
	The candidate: <ul style="list-style-type: none"> <li>fails to transfer information accurately - too many omissions, distortions; incoherence present</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>has inadequate range of vocabulary</li> <li>makes multiple grammar/syntax errors</li> <li>has inadequate knowledge of any specialist terminology</li> <li>has pronunciation which impedes comprehension</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>lacks competence and confidence within prescribed role</li> <li>fails to express points successfully</li> <li>lacks fluency</li> </ul>

**IoL EDUCATIONAL TRUST  
CERTIFICATE IN BILINGUAL SKILLS - MAY 2006  
TASK 1 ROLE PLAY – REPORT BACK MARKSHEET – ENGLISH**

<b>CENTRE NAME:</b>	<b>CANDIDATE No. (including centre number):</b> CBS/06/ /	<i>For Office Use Only</i>				
<b>LANGUAGE COMBINATION: ENGLISH/</b>		TS1	TS2	1	2A	2B
<b>WAS THE CANDIDATE KNOWN TO YOU PRIOR TO THE EXAMINATION? Please circle as appropriate.</b>		<b>YES / NO</b>				

<b>DID CANDIDATE REPORT BACK ON EACH PIECE OF INFORMATION OF THE ROLE PLAY? PLEASE TICK IF COVERED.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

There are 3 categories of Assessment Criteria. Each category has 4 bands, D, C, B, A, which are described in the Criterion Statements. Read the Statements for each category and allocate the number of marks you consider most appropriate to the candidate's performance in that category. Write your scores in the blank boxes, total the marks and circle the overall grade.

ASSESSMENT CRITERIA												
<b>PLEASE COMMENT ON THE CANDIDATE'S PERFORMANCE. IF YOU AWARD A FAIL GRADE, BRIEFLY STATE THE REASON (please give examples overleaf).</b>	1 Accuracy, Completeness, Coherence				2 Vocabulary, Grammar, Pronunciation				3 Presentation, Manner, Fluency			
	Mark Band	D	C	B	A	D	C	B	A	D	C	B
	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12
<b>Marks Awarded</b>												

Total Marks	Overall Grade (please circle)			
	F	P	M	D

Fail = Fewer than 12 marks or fewer than 4 marks in any one category.  
 Pass = A minimum of 12 marks with no fewer than 4 marks per category.  
 Merit = A minimum of 21 marks with no fewer than 4 marks per category.  
 Distinction = A minimum of 30 marks.

EXAMINER'S NAME (please print)/ASSESSOR REF No.: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

## **ASSESSMENT CRITERIA FOR TASK 2 - SIGHT TRANSLATIONS**

**Criteria are valid for Task 2A - Sight Translation into English  
Task 2B - Sight Translation from English**

The candidate is required to give a Sight Translation into or from English of a short text. The candidate must translate at a reasonable speed. Examiners should assess the candidate's translation according to the criteria below.

### **Completeness:**

#### **The Candidate (statements relate to the highest level of performance, Band A):**

- demonstrates the ability to faultlessly and accurately convey the sense of the original message
- transfers all information without omissions, additions or distortions within the allotted time

### **Accuracy and Appropriateness:**

#### **The Candidate (statements relate to the highest level of performance, Band A):**

- demonstrates the ability to translate the passage with great accuracy and clarity, with appropriate paraphrasing, where necessary
- displays a very good knowledge/use of the language (including vocabulary/specialist terminology, register and context)

### **Fluency and Pronunciation:**

#### **The Candidate (statements relate to the highest level of performance, Band A):**

- demonstrates a very good command of the language
- delivers the translation fluently
- displays a very clear and distinct pronunciation and a good accent which facilitate comprehension

***Please note that mark sheets for Tasks 2A and 2B are identical. A sample mark sheet is shown for Task 2A together with the Criterion Statements.***

**CBS ASSESSMENT CRITERION STATEMENTS FOR TASK 2-SIGHT TRANSLATION**

	<b>Completeness</b>	<b>Accuracy &amp; Appropriateness</b>	<b>Fluency &amp; Pronunciation</b>
<b>Band A</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>
	The candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to faultlessly and accurately convey the sense of the original message</li> <li>transfers all information without omissions, additions or distortions within the allotted time</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to translate the passage with great accuracy and clarity, with appropriate paraphrasing, where necessary</li> <li>displays a very good knowledge/use of the language (including vocabulary/specialist terminology, register and context)</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>demonstrates a very good command of the language</li> <li>delivers the translation fluently.</li> <li>displays a very clear and distinct pronunciation and a good accent which facilitate comprehension</li> </ul>
<b>Band B</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>
	The candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to accurately convey the sense of the original message</li> <li>makes only a few minor slips which do not hamper comprehension</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to translate the passage with satisfactory accuracy and clarity, with occasional paraphrasing, where necessary</li> <li>displays a good knowledge/use of the language (including vocabulary/specialist terminology, register and context)</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>demonstrates a good command of the language</li> <li>delivers the translation fluently and accurately, apart from some minor lapses</li> <li>displays for the most part a clear and distinct pronunciation and accent which do not affect ease of comprehension</li> </ul>
<b>Band C</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>
	The candidate: <ul style="list-style-type: none"> <li>demonstrates the ability to adequately convey the sense of the original message</li> <li>makes no serious omissions, inaccuracies or distortions in the transfer of information which will lead to misunderstandings</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>demonstrates an adequate ability to translate the passage accurately and clearly</li> <li>keeps paraphrasing to an acceptable level without distorting the meaning</li> <li>may make several errors but the intended meaning can be discerned without too much difficulty</li> <li>displays adequate knowledge/use of vocabulary, specialist terminology and context</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>demonstrates an adequate command of the language</li> <li>may display some faults and hesitation which may hamper the flow of the translation</li> <li>may occasionally display faulty pronunciation and a pronounced accent but these will not impede meaning</li> </ul>
<b>Band D</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>
	The candidate: <ul style="list-style-type: none"> <li>demonstrates an inadequate grasp of the language and/or subject matter and does not adequately convey the sense of the original message</li> <li>makes serious omissions and/or distortions preventing comprehension</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>lacks the ability to translate the passage with sufficient accuracy/clarity</li> <li>uses excessive and inaccurate paraphrasing which distorts the meaning</li> <li>makes too many errors of all kinds</li> <li>produces a translation which is not always coherent and the intended meaning is only partially conveyed</li> <li>displays poor knowledge/use of vocabulary, specialist terminology and context</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>demonstrates an inadequate command of the language for the required task</li> <li>makes a considerable number of errors which hamper the flow of the translation</li> <li>displays faulty pronunciation and/or a strong accent which make it difficult or impossible for the intended listener to discern the meaning</li> </ul>

IoL EDUCATIONAL TRUST  
**CERTIFICATE IN BILINGUAL SKILLS - MAY 2005**

**ORAL MARK SHEET – TASK 2A SIGHT TRANSLATION INTO ENGLISH**

<b>CENTRE:</b>	<b>CENTRE NO.:</b>	<b>CANDIDATE NO.:</b>	<i>For Office Use Only</i>	
<b>LANGUAGE COMBINATION: ENGLISH/</b>			<b>TS1</b>	<b>TS2</b>
<b>WAS THE CANDIDATE KNOWN TO YOU PRIOR TO THE EXAMINATION? Please circle as appropriate.</b>			<b>YES / NO</b>	

There are three categories of Assessment Criteria. Each category has 4 bands, D, C, B, A, which are described in the Criterion Statements. Read the Statements for each category and allocate the number of marks you consider most appropriate to the candidate's performance in that category. Write your scores in the blank boxes, total the marks and circle the overall grade.

<b>ASSESSMENT CRITERIA</b>																
<b>1. Completeness</b>				<b>2. Accuracy &amp; Appropriateness</b>				<b>3. Fluency &amp; Pronunciation</b>				<b>Total Marks</b>	<b>Overall Grade (please circle)</b>			
<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>		<b>F</b>	<b>P</b>	<b>M</b>	<b>D</b>
1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12					

Pass = A minimum of 12 marks with no fewer than 4 marks per category.  
 Distinction = A minimum of 30 marks.

Merit = A minimum of 21 marks with no fewer than 4 marks per category.  
 Fail = Fewer than 12 marks or fewer than 4 marks in any one category.

EXAMINER'S NAME: \_\_\_\_\_ EXAMINER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

*PLEASE ENSURE THAT YOU COMMENT ON THE CANDIDATE'S PERFORMANCE BELOW. IF YOU AWARD A FAIL GRADE, BRIEFLY STATE THE REASON (please give examples overleaf).*

<b>1 COMPLETENESS</b>	<b>2 ACCURACY &amp; APPROPRIATENESS</b>	<b>3 FLUENCY &amp; PRONUNCIATION</b>

## **ASSESSMENT CRITERIA FOR TASK 3 – WRITTEN TRANSLATIONS**

Criteria are valid for **Task 3A - Translation into English**  
**Task 3B - Translation into the Other Language**

The assessment of this task will test candidates' ability to translate the given text fully and accurately into the target language.

### **Accuracy and Appropriacy of Translated Text:**

**The Candidate (statements relate to highest level of performance, Band A):**

- conveys information with complete accuracy
- conveys all information without omissions, additions or distortions
- shows excellent use of vocabulary throughout
- uses excellent grammatical/syntactical constructions
- displays faultless spelling, accentuation/use of diacritics, faultless punctuation
- has excellent knowledge of specialist terminology with minimum paraphrasing

### **Cohesion, Coherence and Genre Conventions:**

**The Candidate (statements relate to highest level of performance, Band A):**

- provides text which conforms fully to the conventions of the relevant genre
- uses cohesive devices which are completely appropriate
- provides text which facilitates a completely coherent reading

### **Effectiveness of Communication:**

**The Candidate (statements relate to highest level of performance, Band A):**

- provides text which enables reader to act entirely appropriately on the basis of the translation
- displays excellent presentation and legibility
- displays excellent use of style and register
- shows excellent awareness of intercultural differences and handles these consistently well

## **ASSESSMENT CRITERIA FOR TASK 4 - LETTER WRITING**

Criteria are valid for **Task 4A - Letter in English**  
**Task 4B - Letter in the Other Language**

The assessment of this task will take into account the effective communication of the purpose of the letter. Normal letter-writing conventions must be followed.

### **Accuracy and Appropriacy of Written Text:**

**The Candidate (statements relate to highest level of performance, Band A):**

- conveys information with complete accuracy
- conveys all information without omissions, additions or distortions
- shows excellent use of vocabulary throughout
- uses excellent grammatical/syntactical constructions
- displays faultless spelling, accentuation/use of diacritics, faultless punctuation
- has excellent knowledge of specialist terminology with minimum paraphrasing

**Cohesion, Coherence and Genre Conventions:**

**The Candidate (statements relate to highest level of performance, Band A):**

- provides text which conforms fully to the conventions of the relevant genre
- uses cohesive devices which are completely appropriate
- provides text which facilitates a completely coherent reading

**Effectiveness of Communication:**

**The Candidate (statements relate to highest level of performance, Band A):**

- provides text which enables reader to act entirely appropriately on the basis of the letter
- displays excellent presentation and legibility
- displays excellent use of style and register
- shows excellent awareness of intercultural differences and handles these consistently well

***Please note that mark sheets for Tasks 3A/3B and 4A/4B are identical. Sample mark sheets are shown for Tasks 3A and 4A together with the Criterion Statements.***

**CBS ASSESSMENT CRITERION STATEMENTS FOR TASKS 3 & 4 -TRANSLATION AND LETTER-WRITING**

	<b>ACCURACY/APPROPRIACY OF TRANSLATED TEXT/LETTER</b>	<b>COHESION, COHERENCE &amp; GENRE CONVENTIONS</b>	<b>EFFECTIVENESS OF COMMUNICATION</b>
<b>Band A</b>	<b>Mark range 10-12</b>	<b>Mark Range 10-12</b>	<b>Mark Range 10-12</b>
	The candidate: <ul style="list-style-type: none"> <li>conveys information with complete accuracy</li> <li>conveys all information without omissions, additions or distortions</li> <li>shows excellent use of vocabulary throughout</li> <li>uses excellent grammatical/syntactical constructions</li> <li>displays faultless spelling, accentuation/use of diacritics, faultless punctuation</li> <li>has excellent knowledge of specialist terminology with minimum paraphrasing</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>provides text which conforms fully to the conventions of the relevant genre</li> <li>uses cohesive devices which are completely appropriate</li> <li>provides text which facilitates a completely coherent reading</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>provides text which enables reader to act entirely appropriately on the basis of the translation/letter</li> <li>displays excellent presentation and legibility</li> <li>displays excellent use of style and register</li> <li>shows excellent awareness of intercultural differences and handles these consistently well</li> </ul>
<b>Band B</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>	<b>Mark Range 7-9</b>
	The candidate: <ul style="list-style-type: none"> <li>conveys information accurately with only few minor errors</li> <li>transfers information without serious omissions or distortions</li> <li>shows good use of vocabulary</li> <li>uses sound grammatical/syntactical constructions</li> <li>displays good spelling, careful accentuation/use of diacritics/punctuation</li> <li>has good knowledge of specialist terminology, paraphrasing in clear, concise way, where necessary</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>provides text which generally conforms well to the conventions of the relevant genre</li> <li>makes generally good use of cohesive devices</li> <li>provides text which facilitates generally a good coherent reading</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>provides text which enables reader to act appropriately on the basis of the translation/letter</li> <li>displays good presentation and legibility</li> <li>displays good style and register with only minor errors</li> <li>shows good awareness of intercultural issues and handles these well</li> </ul>
<b>Band C</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>	<b>Mark Range 4-6</b>
	The candidate: <ul style="list-style-type: none"> <li>makes some inaccuracies but no misunderstandings</li> <li>adequately conveys content</li> <li>makes minor omissions/distortions but not leading to misunderstandings</li> <li>makes adequate use of vocabulary</li> <li>uses adequate grammatical/syntactical constructions</li> <li>displays no major faults in spelling, accentuation, diacritics, punctuation</li> <li>has adequate knowledge of specialist terminology with paraphrasing kept to an acceptable level</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>provides text which conforms adequately to the conventions of the relevant genre</li> <li>makes adequate use of cohesive devices</li> <li>provides text which adequately facilitates a coherent reading</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>provides text which adequately enables reader to act appropriately on the basis of the translation/letter</li> <li>displays adequate presentation and legibility</li> <li>displays adequate style and register</li> <li>shows adequate awareness of intercultural differences, handling these in an acceptable manner</li> </ul>
<b>Band D</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>	<b>Mark Range 1-3</b>
	The candidate: <ul style="list-style-type: none"> <li>makes inaccuracies leading to misunderstandings</li> <li>inadequately conveys content</li> <li>makes serious omissions/distortions</li> <li>has inadequate command of vocabulary</li> <li>has inadequate knowledge of grammar and syntax</li> <li>displays considerable number of technical faults: spelling, punctuation, accentuation, diacritics</li> <li>has inadequate knowledge of specialist terminology and/or excessive and inaccurate paraphrasing</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>provides text which does not conform to the conventions of the relevant genre</li> <li>uses inadequate cohesive devices</li> <li>provides text which does not adequately facilitate a coherent reading</li> </ul>	The candidate: <ul style="list-style-type: none"> <li>provides text unfit for the purpose of enabling reader to act on the basis of the translation/letter</li> <li>displays poor presentation and legibility</li> <li>displays inappropriate style/register</li> <li>shows lack of awareness of intercultural differences and handles these badly</li> </ul>

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 TIFICATE IN BILINGUAL SKILLS - MAY 2005

WRITTEN MARK SHEET – TASK 3A TRANSLATION INTO ENGLISH

CANDIDATE NO.:		<i>For Office Use Only</i>					
CENTRE:	CENTRE NO.:	TASK 3A		TASK 4A		OVERALL RESULTS	
LANGUAGE COMBINATION: ENGLISH/		1 <sup>st</sup> Marker	2 <sup>nd</sup> Marker	1 <sup>st</sup> Marker	2 <sup>nd</sup> Marker	3A	4A

There are 3 categories of Assessment Criteria. Each category has 4 bands, D, C, B, A, which are described in the Criterion Statements. Read the Statements for each category and allocate the number of marks you consider most appropriate to the candidate's performance in that category. Write your scores in the blank boxes, total the marks and circle the overall grade.

ASSESSMENT CRITERIA																
1. Accuracy & Appropriacy of Translated Text				2. Cohesion, Coherence & Genre Conventions				3. Effectiveness of Communication				Total Marks	Overall Grade (please circle)			
D	C	B	A	D	C	B	A	D	C	B	A		F	P	M	D
1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12					

Pass = A minimum of 12 marks with no fewer than 4 marks per category.  
 Distinction = A minimum of 30 marks.

Merit = A minimum of 21 marks with no fewer than 4 marks per category.  
 Fail = Fewer than 12 marks or fewer than 4 marks in any one category.

EXAMINER'S NAME: \_\_\_\_\_

EXAMINER'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

**PLEASE ENSURE THAT YOU COMMENT ON THE CANDIDATE'S PERFORMANCE BELOW. IF YOU AWARD A FAIL GRADE, BRIEFLY STATE THE REASON (please give examples overleaf) .**

1 ACCURACY & APPROPRIACY OF TRANSLATED TEXT	2 COHESION, COHERENCE & GENRE CONVENTIONS	3 EFFECTIVENESS OF COMMUNICATION

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 CERTIFICATE IN BILINGUAL SKILLS - MAY 2005

WRITTEN MARK SHEET – TASK 4A LETTER IN ENGLISH

CENTRE:	CENTRE NO.:	CANDIDATE NO.:
LANGUAGE COMBINATION: ENGLISH/		

There are 3 categories of Assessment Criteria. Each category has 4 bands, D, C, B, A, which are described in the Criterion Statements. Read the Statements and allocate the number of marks you consider most appropriate to the candidate's performance in that category. Write your scores in the blank boxes, total the marks and circle the overall grade.

<b>ASSESSMENT CRITERIA</b>																	
1. Accuracy & Appropriacy of Written Text				2. Cohesion, Coherence & Genre Conventions				3. Effectiveness of Communication				Total Marks		Overall Grade (please circle)			
D	C	B	A	D	C	B	A	D	C	B	A			F	P	M	D
1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12	1-3	4-6	7-9	10-12						

Pass = A minimum of 12 marks with no fewer than 4 marks per category.  
 Distinction = A minimum of 30 marks.

Merit = A minimum of 21 marks with no fewer than 4 marks per category.  
 Fail = Fewer than 12 marks or fewer than 4 marks in any one category.

EXAMINER'S NAME: \_\_\_\_\_ EXAMINER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**PLEASE ENSURE THAT YOU COMMENT ON THE CANDIDATE'S PERFORMANCE BELOW. IF YOU AWARD A FAIL GRADE, BRIEFLY STATE THE REASON (please give examples overleaf).**

1 ACCURACY & APPROPRIACY OF WRITTEN TEXT	2 COHESION, COHERENCE & GENRE CONVENTIONS	3 EFFECTIVENESS OF COMMUNICATION

## TOPIC AREAS

It is not necessary to possess in-depth knowledge of the public services, though such knowledge will be helpful to candidates. The public services include:

- employment
- local authorities
- community relations, including equal opportunities
- public health
- tax and National Insurance
- consumer rights

Areas where candidates are likely to come into contact with a central or local government service are:

- at the social services department
- at the doctor's surgery or health centre
- at the hospital/clinic
- at their child's school
- at the benefits office
- at the housing department.
- at the Citizens Advice Bureau
- at the One-stop Shop

This list is not meant to be exhaustive but illustrates some of the topic areas and situations which may be used in the various tests.

# **GENERAL REGULATIONS**

## ***AVAILABILITY OF EXAMINATIONS***

The examinations are held once a year in May.

## ***FEES***

For information on fees, please contact the Central Registration Department at the IoL Educational Trust or refer to the Institute's website: [www.iol.org.uk](http://www.iol.org.uk).

## **Refund or transfer of examination fees**

For details please refer to the Examination Candidate Regulations, copies of which are available from the Central Registration Department.

## ***REGISTRATION PROCEDURE***

For details on the Registration Procedure please refer to the relevant section in the Examination Candidate Regulations, copies of which are available from the Central Registration Department.

## ***CANDIDATES REQUIRING REASONABLE ADJUSTMENTS***

Please refer to the Examination Candidate Regulations, copies of which are available from the Central Registration Department.

## ***PAST PAPERS AND OTHER EXAMINATION LITERATURE***

Copies of past examination papers and details of publications of use to centres and prospective candidates are available from:

PWP FS Print and Design, tel: 01992 503821, fax: 01992 584912, e-mail: [pastpapers@pwpfs.com](mailto:pastpapers@pwpfs.com). An order form is also available from the Central Registration Department or from the Institute's website: [www.iol.org.uk](http://www.iol.org.uk). The format of the role play (Task 1) and Task 4B are amended as from May 2006. See website for sample paper.

## **USE OF REFERENCE MATERIALS IN THE EXAMINATION**

Candidates **ARE** allowed to use dictionaries, glossaries and any other reference material in the written examination, Tasks 3 and 4.

### **Definitions**

**DICTIONARY** - *Any general bilingual and/or monolingual dictionary. Any specialised dictionary (**NO** textbooks).*

**GLOSSARIES** - *Any published glossary. Any wordbank produced by candidates (must be in hard copy format capable of being examined by invigilators).*

**OTHER REFERENCE MATERIAL** - *Reference material, in particular for languages which are poor in dictionaries, either bilingual or monolingual. This does **NOT** include course material supplied by tutors. The use of encyclopaedias is allowed.*

*All the above may be used in hard copy format only. Electronic dictionaries and devices for storing information in any form whatsoever **ARE NOT** allowed.*

## **RESULTS AND CERTIFICATES**

For details please refer to the Examination Candidate Regulations, copies of which are available from the Central Registration Department.

## **UNIT CERTIFICATES AND RESITS**

Candidates who fail one or more tasks within one of the Units but are successful in all the tasks of the other Unit will receive a Unit certificate in respect of the passed Unit.

In order to re-sit any Unit of the CBS examination, prospective candidates must supply a copy of their Unit Certificate to the Institute as proof that they are eligible to sit only a part of the examination.

Candidates who successfully re-sit all the tasks of the previously failed Unit will be eligible to receive a Certificate.

Candidates who fail to complete and pass all tasks within a five-year period are obliged to re-sit the entire examination if they wish to gain a Certificate.

## **RETENTION OF SCRIPTS**

Examination scripts and tape recordings remain at all times the property of the Chartered Institute of Linguists and are not returned to candidates in any circumstances.

## **PRIZES**

Each year the IoL Educational Trust awards a number of prizes to individual candidates, or a group of candidates, who have excelled in their examination.

The prizes awarded for the Certificate in Bilingual Skills are as follows:

- The Follick Award:** For the candidate who has achieved the best results in the Certificate in Bilingual Skills examination
- The Youhotsky Cup:** For the centre with the best results in the Certificate in Bilingual Skills examination
- The Wordbank CPD prize:** A cash prize for Continuing Professional Development given to the candidate with the best overall result in the Certificate in Bilingual Skills examination.

## **QUALITY ASSURANCE OF EXAMINATION MATERIAL AND RESULTS**

The IoL Educational Trust carries out routine monitoring and evaluation of its examination formats and examination material. The Trust's external Examinations Review Board meets regularly to review the examinations and appropriate research is commissioned and published. All Trust examiners must meet the requirements of a Code of Conduct. Reliability of marking is assured through the training and continuous monitoring of examiners.

### **Recording of Oral Examinations**

All role plays and sight translations will be recorded. The recordings will subsequently be used for moderation and quality assurance purposes. Candidates **ARE NOT** allowed to make their own tape-recordings of the oral tasks.

## **APPEALS PROCEDURES**

In the first instance, please refer to the Candidate Regulations, copies of which can be obtained from the Central Registration Department.

The IoL Educational Trust has a formal Appeals Procedure.

Candidates who achieve a Fail result in an Institute examination may, within four weeks of receiving notification of their results, follow one of two courses of action.

1. The candidate can commission a re-mark of the failed paper. A second examiner using the same assessment criteria but who had no involvement in the original marking will re-mark the paper. The candidate will be notified of the results of the re-mark within six weeks after the closing date for receipt of re-mark requests.
2. The candidate can appeal against the result on the grounds of procedural irregularity, e.g. very disruptive examination conditions, a major error in the examination paper etc. The candidate must provide substantive proof of such irregularity having taken place within four weeks of the examination. The Appeals Panel of the Institute's External Examinations Review Board will hear such appeals. The decision of the Appeals Panel will be given to the candidate within six weeks of the appeal being lodged. Unresolved appeals can be put to independent review.

Please note that re-marks cannot be commissioned of papers which have been passed.

The Institute will not, under any circumstances, discuss individual results on the telephone.

## **FURTHER INFORMATION**

**Further information about the Certificate in Bilingual Skills and the IoL Educational Trust's other Examinations may be obtained from the website:**

**http:// [www.iol.org.uk](http://www.iol.org.uk) or directly from:**

**Central Registration Department  
IoL Educational Trust  
Saxon House  
48 Southwark Street  
London SE1 1UN  
Tel: 020 7940 3163  
Fax: 020 7940 3124  
E-mail: [exams.crd@iol.org.uk](mailto:exams.crd@iol.org.uk)**

## APPENDIX "A"

The following languages have been offered in the Certificate in Bilingual Skills to date (paired with English):

Albanian	Kurdish (Sorani)
Amharic	Mandarin (Traditional or Simplified script)
Arabic (MSA) or with North African Maghrebi Oral	Panjabi (and Panjabi/Urdu)
Bengali (and Sylheti /Bengali)	Polish
Cantonese (Traditional or Simplified Script)	Portuguese (Brazilian)
Croatian	Portuguese (European)
Czech	Russian
Dari	Somali
Dutch	Spanish
Farsi	Tamil
French	Thai
Greek	Turkish
Gujarati	Urdu
Hindi	Vietnamese
Italian	