

**IoL EDUCATIONAL TRUST  
(IoLET)**

**CERTIFICATE IN BILINGUAL SKILLS**

**HANDBOOK FOR CANDIDATES**

**Effective August 2010**

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 The Chartered Institute of Linguists cannot be held responsible for any problems arising from use of an out of date version.

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## PREFACE

The Certificate in Bilingual Skills (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 will continue to reflect the public service domain but will also include a more general work place based focus. 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 2010 and modifications have been made to the format of the Written Units. 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 and any other work-related sectors. Particular interest was expressed in a Sports & Leisure option, a sample paper of which can be found on our website. If sufficient candidates come forward, we shall be happy to provide more context-specific papers. Please contact the CBS Examination Manager at the IoL Educational Trust (IoLET).

The award has been officially accredited by Ofqual, the Office of Qualifications and Examinations Regulation, and has been included in the Qualifications and Credit Framework at Level 3.

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.

John Hammond  
Chief Executive  
Chartered Institute of Linguists

August 2010

**SPECIAL NOTE:**

The IoL Educational Trust organises thousands of individual examinations every year. The vast majority proceed 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 IoLET 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 IoLET will not be responsible for any consequential losses to candidates or centres arising from such problems.

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

The IoLET takes into account all current legislation in relation to diversity and equality. IoLET is committed to equality of access to its examinations for all candidates, regardless of gender, age, ethnic origin, nationality, creed, sexual orientation, marital status, employment status or disability.

The IoLET 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 IoLET documentation is readily understood and does not reflect stereotyped or biased attitudes

all persons associated with the examinations follow fair and just processes and procedures. In the case of a query relating to this policy, candidates should contact the Director of Examinations at the IoLET in writing.

## 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 and other domains of working life which recognises:

- a) oral and written competence in English and another language used by speech communities in Britain
- b) practical bilingual skills in a work place based context.

**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 IoLET'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 a work place based context and the public services in particular, eg bilingual social work
3. it provides access to training for the IoLET's Diploma in Public Service Interpreting (DPSI). Successful DPSI candidates can apply for registration on the National Register of Public Service Interpreters.

### AVAILABILITY OF THE CERTIFICATE IN BILINGUAL SKILLS

IoLET strongly recommends that candidates attend a preparatory course, although it is not obligatory. Courses may vary in length depending upon the level and skills of the candidate. 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 IoLET's Central Registration Department or refer to our website.

Languages which have previously been offered are listed at Appendix "A".

### COURSES

The IoLET is an awarding organisation and does not run courses. Centres who wish to run courses must register. However, centres are asked to inform the IoLET if they intend to run courses leading to the CBS examination. Candidates are advised to contact the IoLET's Central Registration Department for a list of examination centres running CBS courses or to refer to our website.

## EXAMINATION CENTRES

Centres running courses that lead to the CBS examination will also usually 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 IoLET.

## LEVEL OF THE CERTIFICATE IN BILINGUAL SKILLS

The CBS has been entered in the Qualifications and Credit Framework (QCF) at Level 3.

## LEVEL OF LINGUISTIC PROFICIENCY

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 a work-related context with emphasis on the public services. Candidates are examined in English and **one** other language which will be agreed between the candidate, the centre and the IoLET. The IoLET 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 work-related areas. 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.

All Units must be successfully completed within a five year period for candidates to be awarded the full Certificate. Successful candidates will be awarded the full Certificate; candidates successful in one Unit only will be awarded a Unit Certificate. CBS candidates can take the units in any order. For full information on completion periods refer to the Candidate Regulations, copies of which are available from the Central Registration Department and can also be downloaded from our website: [www.iol.org.uk](http://www.iol.org.uk).

## EXAMINATION FORMAT

The examination consists of five Units. The 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 Units is set in a practical context.

The Units are as follows:

- UNIT 01 (Level 3):** TRANSFER SPOKEN INFORMATION BETWEEN ENGLISH AND ANOTHER LANGUAGE
- UNIT 02 (Level 3):** PROVIDE A SIGHT TRANSLATION INTO ENGLISH FROM ANOTHER LANGUAGE
- UNIT 03 (Level 3):** PROVIDE A SIGHT TRANSLATION FROM ENGLISH INTO ANOTHER LANGUAGE
- UNIT 04 (Level 3):** TRANSFER WRITTEN INFORMATION INTO ENGLISH FROM ANOTHER LANGUAGE
- UNIT 05 (Level 3):** TRANSFER WRITTEN INFORMATION FROM ENGLISH INTO ANOTHER LANGUAGE

## STRUCTURE OF UNITS

### ORAL UNITS:

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

### UNIT 01 - TRANSFER SPOKEN INFORMATION BETWEEN ENGLISH AND ANOTHER LANGUAGE: (approximately 25 minutes)

Candidates are required to demonstrate the ability to:

- 1.1 take part in a role play within a work-place related 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 a work place, eg the public services, interacting with an English-speaking employee of the same work place and one other non-English speaking member of the public. Only the report-back stages of the interaction are assessed.

### UNIT 02 - PROVIDE A SIGHT TRANSLATION INTO ENGLISH FROM ANOTHER LANGUAGE (approximately 7- 8 minutes)

- 2.1 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.
- 2.2 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.
- 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 Preparation Time: 2 to 3 minutes - Examination Time: up to 5 minutes.
- 2.6 Candidates are advised that they must not annotate or mark the text in any way.
- 2.7 The test paper must not be removed from the examination room.

### **UNIT 03 - PROVIDE A SIGHT TRANSLATION FROM ENGLISH INTO ANOTHER LANGUAGE (approximately 7- 8 minutes)**

- 3.1 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.
- 3.2 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.
- 3.3 Candidates are advised that dictionaries and glossaries **ARE NOT** allowed.
- 3.4 Candidates are advised that note-taking **IS NOT** allowed during the preparation time.
- 3.5 Preparation Time: 2 to 3 minutes - Examination Time: up to 5 minutes.
- 3.6 Candidates are advised that they must not annotate or mark the text in any way.
- 3.7 The test paper must not be removed from the examination room.

### **WRITTEN UNITS**

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

### **UNIT 04 - TRANSFER WRITTEN INFORMATION INTO ENGLISH FROM ANOTHER LANGUAGE (approximately 50 minutes)**

- 4.1 Candidates are required to demonstrate their written skills in English by composing a piece of correspondence using prompt notes supplied in the Other Language. They have to be able to write clearly in English and to convey meaning accurately so that the correspondence can be used as intended. This also requires awareness of intercultural differences.
- 4.2 The tasks are set in a public service or other work place-related context and the intended users of the correspondence are specified. The register of language will generally be formal.
- 4.3 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 20 'Use of Reference Materials in the Examination'.)
- 4.4 Candidates are expected to be accurate in spelling and should check their answers to ensure that they do not misspell words through carelessness.

- 4.5 Preparation Time: 5 minutes - Examination Time: 45 minutes.
- 4.6 The test paper must not be removed from the examination room.

**UNIT 05 - TRANSFER WRITTEN INFORMATION FROM ENGLISH INTO ANOTHER LANGUAGE (approximately 50 minutes)**

- 5.1 Candidates are required to demonstrate their written skills in the Other Language by composing a piece of correspondence using prompt notes supplied in English. They have to be able to write clearly in the Other Language and to convey meaning accurately so that the correspondence can be used as intended. This also requires awareness of intercultural differences.
- 5.2 The tasks are set in a public service or other work-place related context and the intended users of the correspondence are specified. The register of language will generally be formal.
- 5.3 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 21 'Use of Reference Materials in the Examination'.)
- 5.4 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.
- 5.5 Preparation Time: 5 minutes - Examination Time: 45 minutes.
- 5.6 The test paper must not be removed from the examination room.

*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 Candidate's Brief to ensure they fully understand the purpose of the correspondence.**

**Candidates are reminded that the Certificate in Bilingual Skills is a vocational qualification. Marks will be deducted if any relevant facts contained in the Candidate's Brief are omitted, no matter how well written the correspondence.**

# ASSESSMENT CRITERIA AND MARK SHEETS

## ASSESSMENT CRITERIA FOR UNIT 01:

### UNIT 01 - TRANSFER SPOKEN INFORMATION BETWEEN ENGLISH AND ANOTHER LANGUAGE

The assessment of this Unit 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 or other work place-related context, including situations where conflict might arise. Candidates' roles will cover a variety of such contexts (see page 19 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. 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.

**CBS CRITERION STATEMENTS FOR UNIT 01 - TRANSFER SPOKEN INFORMATION BETWEEN ENGLISH AND ANOTHER LANGUAGE**

	ACCURACY, COMPLETENESS, COHERENCE	VOCABULARY, GRAMMAR, PRONUNCIATION	PRESENTATION, MANNER, FLUENCY
<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  
ORAL MARK SHEET – UNIT 01: TRANSFER SPOKEN INFORMATION BETWEEN ENGLISH AND ANOTHER LANGUAGE  
REPORT BACK MARKSHEET – ENGLISH**

<b>CENTRE NAME:</b>	<b>CANDIDATE No.:</b>	<i>For Office Use Only</i>				
<b>LANGUAGE COMBINATION: ENGLISH/</b>		<b>TS1</b>	<b>TS2</b>	<b>01</b>	<b>02</b>	<b>03</b>
<b>WAS THE CANDIDATE KNOWN TO YOU PRIOR TO THE EXAMINATION? Please circle as appropriate.</b>		<b>YES / NO</b>				
		<b>MODERATED RESULT (WHERE APPLICABLE)</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.

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

<b>Total Marks</b>	<b>Overall Grade (please circle)</b>			
	<b>F</b>	<b>P</b>	<b>M</b>	<b>D</b>

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 UNITS 02 & 03:**

### **UNIT 02 – PROVIDE A SIGHT TRANSLATION INTO ENGLISH FROM ANOTHER LANGUAGE**

### **UNIT 03 – PROVIDE A SIGHT TRANSLATION FROM ENGLISH INTO ANOTHER LANGUAGE**

The candidate is required to give a Sight Translation of a short text into or from English. 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 UNITS 02 & 03 are identical. A sample mark sheet is shown for UNIT 02 together with the Criterion Statements.***

**CBS ASSESSMENT CRITERION STATEMENTS FOR UNIT 02 - PROVIDE A SIGHT TRANSLATION INTO ENGLISH FROM ANOTHER LANGUAGE**

	<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</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  
ORAL MARK SHEET – UNIT 02: PROVIDE A SIGHT TRANSLATION INTO ENGLISH FROM ANOTHER LANGUAGE**

<b>CENTRE:</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 UNITS 04 & 05**

**UNIT 04 - TRANSFER WRITTEN INFORMATION INTO ENGLISH FROM ANOTHER LANGUAGE**

**UNIT 05 - TRANSFER WRITTEN INFORMATION FROM ENGLISH INTO ANOTHER LANGUAGE**

The assessment of these Units will take into account the effective communication of the purpose of the correspondence. Normal letter/report-writing conventions must be followed where applicable.

### **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

***Please note that mark sheets for UNITS 04 & 05 are identical. Sample mark sheets are shown for Unit 04 together with the Criterion Statements.***

**CBS ASSESSMENT CRITERION STATEMENTS FOR UNIT 04 -TRANSFER WRITTEN INFORMATION FROM ANOTHER LANGUAGE INTO ENGLISH**

	<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 a 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 not leading to 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>

**IoL EDUCATIONAL TRUST  
CERTIFICATE IN BILINGUAL SKILLS  
WRITTEN MARK SHEET - UNIT 04: TRANSFER WRITTEN INFORMATION FROM ANOTHER LANGUAGE INTO ENGLISH**

<b>CANDIDATE NO.:</b>	<i>For Office Use Only</i>					
<b>CENTRE:</b>	<b>Unit 04</b>		<b>Unit 05</b>		<b>OVERALL RESULTS</b>	
<b>LANGUAGE COMBINATION: ENGLISH/</b>	<b>1<sup>st</sup> Marker</b>	<b>2<sup>nd</sup> Marker</b>	<b>1<sup>st</sup> Marker</b>	<b>2<sup>nd</sup> Marker</b>	<b>04</b>	<b>05</b>
	<b>MODERATED RESULT (WHERE APPLICABLE)</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.

<b>ASSESSMENT CRITERIA</b>																	
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

## TOPIC AREAS

### General CBS

Topic areas will cover any work-place related situations including the general public services domain. It is not necessary to possess in-depth knowledge of the public services, though some knowledge will be helpful to candidates.

The public services cover issues related to:

- 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

### Customised Context

There will be a Sports and Leisure context in 2011 which covers any area widely related to sporting events, for example:

- tournaments
- town-twinning sports events
- any administrative arrangements related to sports events, eg travel arrangements, accommodation, etc.

These lists are not meant to be exhaustive but illustrate some of the topic areas and situations which may be used in the various tests.

Candidate groups can request any specific work-place related topic area.

## GENERAL REGULATIONS

### CANDIDATE REGULATIONS

*All candidates must read the Candidate Regulations, which are available from the Central Registration Department and can also be downloaded from the CloL's website. The regulations cover items such as Refunds, Registration, Reasonable Adjustments, Appeals, IT, etc*

### AVAILABILITY OF EXAMINATIONS

The examinations are held once a year in May.

### FEEES

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

### 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 and can also be downloaded from the CloL's website: [www.iol.org.uk](http://www.iol.org.uk).

### USE OF REFERENCE MATERIALS FOR THE CBS

Candidates **ARE** allowed to use dictionaries, glossaries and any other reference material in the written examination, Units 04 & 05

#### **Definitions**

<b>DICTIONARY -</b>	<i>Any general bilingual or monolingual dictionary. Any specialised dictionary (<b>NO</b> textbooks).</i>
<b>GLOSSARIES -</b>	<i>Any published glossary. Any wordbank produced by candidates (must be in hard copy format capable of being examined by invigilators).</i>
<b>OTHER REFERENCE MATERIAL -</b>	<i>Reference material in particular for languages which are poor in dictionaries, either bilingual or monolingual. This does <b>NOT</b> include course material supplied by tutors. The use of encyclopaedias is allowed.</i>

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

## **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 469927, fax: 01992 469848, e-mail: [pastpapers@pwpfs.com](mailto:pastpapers@pwpfs.com). An order form is also available from the Central Registration Department or from the CloL's website: [www.iol.org.uk](http://www.iol.org.uk). The format of the Written Units (04 & 05) will be amended as from October 2010. See website for sample paper.

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

The IoLET carries out routine monitoring and evaluation of its examination formats and examination material. The IoLET'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.

# **MEMBERSHIP OF THE CHARTERED INSTITUTE OF LINGUISTS**

## **REGISTERED STUDENTS**

This grade of membership is intended for anyone who is engaged in, or will shortly be engaged in, a full or part-time course of study in a language at NVQ level 3/NQF level 3 or higher.

The minimum age for Registered Students is 16.

Registered Studentship is usually limited to six years, but may be extended in exceptional circumstances. To encourage advancement to professional status for qualified linguists, Registered Students are expected to take a qualifying examination within six years and are strongly encouraged to follow this with an application for Associateship or Membership.

Registered Students are entitled to a reduction in entry fees for the IoLET's examinations.

## **FURTHER INFORMATION**

**Further information about the Certificate in Bilingual Skills and the IoLET's other Examinations may be obtained from:**

- [www.iol.org.uk](http://www.iol.org.uk)

or

- **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	Mandarin (Traditional or Simplified script)
Amharic	Panjabi (and Panjabi/Urdu)
Arabic (MSA)	Pashto
Bengali (and Sylheti /Bengali)	Polish
Cantonese (Traditional or Simplified Script)	Portuguese (Brazilian)
Croatian	Portuguese (European)
Czech	Romanian
Dari	Russian
Dutch	Slovak
Farsi	Somali
French	Spanish
German	Tamil
Greek	Thai
Gujarati	Turkish
Hindi	Urdu
Lithuanian	Vietnamese
Kurdish (Sorani)	