

IoL EDUCATIONAL TRUST

DIPLOMA IN PUBLIC SERVICE INTERPRETING

CHIEF MODERATOR'S REPORT 2009



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1 Introduction and overview of the examination

1.1 *The function of the DPSI*

The DPSI examination, set and administered by the IoL Educational Trust (IoLET), fulfils an important public function. Unlike many of its European neighbours, the United Kingdom does not require translators and interpreters to pass a state authorised examination before they can practise, but the IoLET diplomas have become recognised nationally as vocational qualifications which indicate competence to fulfil the minimum translating and interpreting requirements which arise increasingly frequently in many spheres of the public and social life of the community. The DPSI is the key to registration on the National Register of Public Service Interpreters, an invaluable source for identifying individuals suitably qualified to perform public service interpreting tasks. This means that to pass the examination, candidates should demonstrate communicative, professional and interpreting competence in English and in one other language. The content of the source language text should be conveyed in the translation without errors and omissions which might impede understanding and prevent successful communication.

The DPSI has been accredited by Ofqual (Office of the Qualifications and Examinations Regulator) and entered onto the National Qualifications Framework at Level 6 (BA – degree level).

1.2 *Historical overview of the number of DPSI candidates*

The number of candidates who sat the examination for the Diploma in Public Service Interpreting in June 2009 was 929 (including resits of individual tasks), in 2008 the number was 995. This is a decrease of 6.7% from 2008. This decline is due to the increasing difficulty that Centres have obtaining state funding for preparation courses.

Table 1 shows the figures for the current year and for the previous ten years.

Year of examination	Number of candidates
2009	929
2008	995
2007	1091
2006	1088
2005	1108
2004	1138
2003	1131
2002	973
2001	987
2000	733
1999	647

Table 1: DPSI Examination: candidate numbers 1999-2009

1.3 Profile of candidates and options

Table 2 provides an overview of the number of candidates by option. Data are given for the current and previous year and include both full and part entries.

OPTIONS	2008		2009		Comparison 2008 and 2009
	Number	%	Number	%	%
English Law	687	69.0%	615	66.2%	- 2.8%
Scottish Law	53	5.3%	68	7.3%	+2.0%
Health	139	14.0%	130	14.0%	+/- 0%
Local Government	116	11.7%	116	12.5%	+0.8%
TOTAL	995	100%	929	100%	

Table 2: DPSI Examination: Candidate numbers per option 2008 and 2009

1.3.1 General trends

The overall number of candidates taking the Law options was 683 this year, down 4 from 687 in 2008. The number of candidates taking the Scottish Law option was 68, up from 53 last year. The number of candidates taking the Health option has gone down from 139 in 2008 to 130 this year, but the percentage of all candidates taking this option has stayed the same. Number of candidates taking the Local Government option has stayed the same as last year, but the percentage of all candidates taking the option has gone up 0.8%.

1.3.2 English Law and Scottish Law

The English Law option remains the most popular option with 66.2% of the candidates taking it. This is a decrease of 2.8% from last year. The Scottish Law option increased 2.0%, the overall percentage of the candidates taking the law options was 73.5%, which is 0.8% lower than the previous year.

1.3.3 Health and Local Government

The Health option was taken by more candidates this year than the Local Government option. There was a slight drop in the number of candidates taking the Health option, down from 139 in 2008 to 130 in 2009. There was a slight increase of 0.8% in the percentage of candidates taking Local Government option, but the numbers stayed the same (116 candidates).

1.4 Profile of languages

The 48 language manifestations offered for examination in June 2009 are listed in Table 3.

Albanian	French	Pashto	Tamil
Amharic	German	Polish	Thai
Arabic (MSA)	Greek	Portuguese	Tigrinya
Arabic (N. Afr. Maghrebi)	Gujarati	(Brazilian)	Turkish
Bengali	Hindi	Portuguese	Ukrainian
Bengali/Sylheti oral	Hungarian	(European)	Urdu
Bulgarian	Italian	Romanian	Urdu / Panjabi oral
Chinese/Cantonese	Japanese	Russian	<u>Urdu</u> / Mirpuri oral
Cantonese/simplified script	Kurdish (Sorani)	Serbian(in Cyrillic script)	Vietnamese
Croatian	Latvian	Slovak	
Czech	Lithuanian	Somali	
Dari	Mandarin	Spanish	
Estonian	Mandarin/trad. script	Swahili	
Farsi	Panjabi		

Table 3: Language manifestations offered for examination in June 2009

1.4.1 Language issues

There were no major issues with language variants in the exam materials. There were some complaints about language variants used by interlocutors in the role plays. All language issues raised are being addressed and were taken account of at the marking stage when necessary.

1.4.2 Cultural/conceptual issues

There were no problems with cultural and conceptual issues this year.

1.5 Examination results for 2008/09

The number of candidates who enrolled for the DPSI examination in the session 2008-2009 was 963, of these 928 candidates took the exam; 35 either withdrew or were absent. The largest cohort was for Polish with 192 candidates. The next largest groups were Urdu (all variants) 112, Russian 66, Chinese/Mandarin (both variants) 50, Arabic (both variants) 48 and French 42 candidates.

Table 4 shows the profile of grades achieved by candidates over the last twelve years:

Examination results 1998-2009						
	Distinction	Merit ¹	Pass	LC	Fail	Total Pass, Merit and Distinctions
08/09	0.4%	2.8%	25.4%	44.8%	26.5%	28.6%
07/08	0.2%	2.5%	23.0%	47.8%	26.4%	25.7%
06/07	0.3%	3.9%	28.3%	43.4%	24.0%	32.5%
05/06	0.1%	4.3%	31.3%	41.5%	22.6%	35.7%
04/05	0.3%	4%	32.9%	44.7%	18.1%	37.2%
03/04	0.4%	3.3%	32%	46.8%	17.5%	35.7%
02/03	1%	5%	33%	47%	14%	39%
01/02	0.8%	6.9%	39.3%	39.7%	13.3%	47.0%
00/01	0.3%	8.1%	42.7%	44.3%	8.3%	51.1%
99/00	2.7%	N/a	52.2%	34%	10.2%	54.9%
98/99	3.1%	N/a	58.0%	30%	10.9%	61.1%

Table 4: DPSI Examination: Profile of grades achieved 1998-2009

When candidates have successfully completed all the tasks, they are awarded a Certificate. Their overall result is a Pass. We indicate performance in individual tasks to show candidates where their strengths and weaknesses are which helps inform their continuing professional development (CPD) programme.

The overall proportion of the total Pass, Merit and Distinction grades in 2009 is 28.6%, this is up 2.9% from 2007/2008. There was an interruption to the downward trend in the overall pass grades in 2004-2005, but since then the percentage had continued to fall slightly till this year. The Diploma in Public Service Interpreting remains a robust professional examination measuring fitness to practice.

The percentage of Distinctions is up as is the Merit awards and the overall Passes. Achieving a Distinction shows exceptional skill. Merit awards are also awarded very sparingly.

The proportion of students receiving Letters of Credit has gone down slightly this year. This shows that the candidates are improving their competences, but still need to improve some of their skills. It may also be an indication that many students enter the examination without enough preparation for all parts of the examination.

It is clear from the number of Fails and the comments from the examiners' reports that too many insufficiently prepared students continue to register for the examination and subsequently fail. Centres and those responsible for teaching preparation courses for the examination should be reminded to recommend that candidates in need of further practice and lacking requisite skills should not be entered for the examination.

Three candidates achieved Distinctions in all tasks this year. One was in the English Law option in Polish and the other two for the Health option in German and Greek. There were 26 candidates who achieved Merits in all tasks, one more than in 2008,

¹ Please note that the 'Merit' grade was introduced in 2001.

236 overall Pass awards (229 in 2008), and 416 Letters of Credit were awarded (476 in 2008). Letters of Credit are down on 2008, but the number of overall Fails has gone down from 263 in 2008 to 246 in 2009.

Recommendation: Centres and those responsible for teaching preparation courses for the examination should be reminded to recommend that candidates in need of further practice and lacking the requisite skills should not be entered for the examination.

2 Matters arising from DPSI report 2008

There was an error in the statistics in section 1.3.3 on Health and Local Government. The error has been corrected.

The majority of written markers and tape samplers are now providing their comments electronically, this makes moderation much quicker than reading hand-written comments. We would like to thank all written markers and tape samplers for doing this and we hope that the remaining few will do so for the next exam round.

2008 Recommendation: *Centres and those responsible for teaching preparation courses for the examination should be reminded to recommend that candidates in need of further practice and lacking the requisite skills should not be entered for the examination.*

I realise of course that anyone is free to register for the DPSI exam, so this is not fully in the control of the Centres, but the Assessors' reports suggest that a good proportion of candidates are really not ready to take this exam and that they invest both time and money with no result.

3 Moderating the DPSI exam

3.1. Introduction

The process of moderation has two phases:

- i) moderating examination papers and
- ii) moderating the examination

This corresponds to the dual purpose of the moderation process

- i) to ensure, so far as possible, that all candidates sit the "same" exam and
- ii) to ensure, so far as possible, that all candidates are judged fairly on their performance in the exam

The overriding intention is to ensure that anyone who holds the DPSI qualification is able to demonstrate a particular level of interpreting and translating competence: they must interpret and translate accurately; they must produce spoken and written discourse that conforms to the conventions of the relevant genre; and they must produce spoken and written discourse that is fit for purpose.

In the case of both phases, moderation is one of the last stages in the process of examination management, which means that:

- i) a large amount of work precedes moderation and
- ii) the deadline for completion of moderation is tight

3.2. Setting the papers

The IoLET employs a team of experts to set the papers in the three options in Law (English and Scottish), Health and Local Government. The papers are set in English and the 'other language' parts of the papers derive from the original English text.

In the case of task 2A, Sight Translation into English, and task 3A, Written Translation into English, however, the setters produce a skeleton text only. This is used by speakers of the other languages to set an original text for translation into English, though the skeleton ensures that the original texts in each of the languages correspond closely to each other in terms of content and lexical complexity. Each other language text is checked by a second native speaker for accuracy, register and style, and the setters produce a back translation which shows how the text is composed in the other language.

All tasks are set for the June examination round. Tasks 3A and 3B only are set for the Autumn resits. The resits took place in November 2008. The resits were moderated in January 2009.

3.3. Moderating the papers

The papers are moderated by the Examination Manager, a 'Scrutineer' for the respective option, and the Chief Moderator to ensure that the tasks are of the right length, and that the content is suitable, factually correct and not likely to advantage some candidates over others. The syntactic complexity of papers and the incidence in them of specialist and idiomatic terminology and expressions are compared.

The topics are checked across all tasks and previous years' papers to make sure there are no topic overlaps or repeats of previously used topics.

The moderating of the papers again this year was quite demanding because we had to produce three versions of the Law papers, so that the exam could be taken on one of three days. Two health papers were also produced for the examination round 2009.

3.4. Moderating the examination

Moderating the examination itself involves looking at examiners' reports, looking at complaints and checking that appropriate measures have been taken to ensure that Reasonable Adjustments candidates have had their special needs catered for.

The major part of the process, however, is the moderation of the second marked written examination scripts and of sampled tape recordings of the oral examination. Each year, a random sample of written examination scripts are picked out for

marking by a second examiner and a minimum of two oral examinations per examination team are selected for tape sampling by an English and an Other Language tape sampler. This allows the team to check for consistency of marking between examiners and to check examiner performance in terms of how well comments and examples support the grades awarded. Comments about interlocutor performance are also considered at this stage.

If checking the double marking and sampled tapes reveals inconsistent grading (for example that one marker appears to be particularly lenient or strict in his or her marking), or if a tape sampler's comments suggest irregularities in the conduct of the examination, the performance of a full cohort or a subgroup of candidates may be checked. In cases where the potential problem requires language expertise which is not available internally, a third opinion may be sought.

The English Law Option Task 3B was moderated and sampled very thoroughly in light of the claims by a group of candidates that it was more difficult and challenging than in previous years.

In the 2009 session, the moderation process took fifteen and a half days including the Awards Meeting. Moderation is done in August. It was an enjoyable process, because markers and samplers are becoming highly skilled at writing comments on scripts and reports and at illustrating their comments with clear, apposite examples.

I have moderated both the spoken and the written tasks and commented on the performance of all examiners. As in past years, the comments will be included in the feedback provided to examiners by the IoLET. We are doing our best to give examiners as much feedback as possible.

The moderating process in some sense culminates in, though it does not end with, the Awards Meeting. This year, the Awards Meeting took place on 26th August 2009 and was attended by examiners, members of the IoL Educational Trust and the Chief Moderator. The minutes of the meeting are sent to all markers. The Awards meeting was very fruitful and productive.

The final stage of the moderating process involves looking at borderline papers for final assessment.

Feedback received from oral examiners, written markers and tape samplers seems to indicate that we have achieved a good balance of topics and the right level of difficulty in the papers we set for this exam round.

Moderation was completed without any major problems this year. There were some delays in getting papers back from one or two markers.

3.5 Administration

As ever, IoLET staff have been extremely helpful, even-tempered and good-humoured and made every effort to provide all necessary information in record time.

4 Managing the examinations

On the whole, the management of the examinations was highly successful for 2008-2009 with relatively few cases of e.g. delays, noisy conditions and miscommunication. The Institute would like to see 100% candidate satisfaction, which is not yet achieved. However, the IoLET is to be congratulated on the vast improvement achieved this year on last year and on its strenuous efforts to ensure that no candidate is disadvantaged by any avoidable problems.

Recommendation:

There were some issues which emerged from the moderation process, which will be dealt with in the coming training sessions

5 Conclusion

Given the complexity of the task of examining over 900 candidates in 48 language manifestations in Centres spread across the country with numerous paper setters and examiners, I remain very impressed with the dedication shown by both IoLET staff and Centre staff and with the efficiency with which the process is managed. I would like especially to thank Ulrike Heinze and her team for their help throughout the year and Hilary Maxwell-Hyslop for her support. I would also like to extend my thanks to Daryl Lucas and his team for excellent organisation of running the oral examinations. I would like to thank all the setters, markers, tape samplers and interlocutors and all the IoL staff involved in the DPSI for their contribution in making the DPSI a successful examination.

Chief Moderator
September 2009

6 Appendix 1: Advice to Centres

6.1 Managing the examinations

We would like to thank most sincerely the DPSI Centres who ensure the smooth running of the DPSI examinations and especially those Centres whose performance on this score has improved vastly over last year. This year logistical problems were reduced significantly.

6.2 Examiners' Recommendations to Centres

Every year, examiners are asked by the IoLET to provide recommendations to Centres on how candidates may be helped to perform better in the DPSI examination. Although not all candidates taking the examination have necessarily followed any of the associated courses, the examiners would like to provide the following advice to Centres on how they can support their students in their preparations for the DPSI examination.

1. Admissions policies

Centres should check that DPSI candidates' background is likely to provide sufficient basis for them to be able to benefit from a programme of study preparatory to the DPSI examination. They should, for example, have a good mastery of relevant orthography, and they should be competent in both English and their other language, preferably to first year honours degree standard.

2. Programmes of study

Programmes of study should prepare candidates fully for the tasks facing them by:

- covering all tasks tested in the DPSI examination
- covering English/Scottish law/local government/health institutions and systems in the UK and encouraging candidates to study the equivalents in the context of the other language
- emphasising the importance of knowing the format of the examination thoroughly as well as the level of language expected in the exam by referring the candidates to the DPSI Handbook and IoLET website (www.iol.org.uk)
- emphasising the importance of studying the other language as well as the English. If lessons in the other language are not possible, encourage candidates to study with others taking the same language
- providing language teaching geared towards the examination but including spelling, grammar and orthography
- pooling useful websites
- emphasising the importance of case systems for certain languages
- emphasising the importance of consistent, correct use of diacritics for certain languages
- emphasising the difference between formal and informal styles
- reminding candidates NOT to provide alternative translations, the most suitable term should be chosen by the candidate
- providing practice in the judicious use of dictionaries and other resources

such as corpora, data bases, and original documents for emulation and term extraction and teaching candidates how to cross-reference monolingual and bilingual resources in order to find the correct term or word.

- providing plenty of translating and interpreting practice, critical marking, and exposure to past examination papers
- emphasising the importance of understanding the source text properly before beginning to translate
- emphasising the importance of specialist terminology and helping candidates to build up term banks
- emphasising the importance of reading formal and informal letters and other documents in the chosen option both in English and the other language
- impressing on candidates the need to write clearly and legibly, paying special attention to diacritics in the case of some languages
- impressing on candidates the need to check through their written scripts for errors and faulty logic
- emphasising the importance of the accuracy of the translation
- impressing on candidates the importance of translation techniques and conventions
- drawing candidates' attention to the need to use a register appropriate to the task at hand
- encouraging candidates to read as much as possible both in English and in their other language in general and in the chosen topic area in particular
- encouraging candidates to practise timed translations and time management in the exam situation and reading through the translation thoroughly before submitting it
- emphasising to candidates the need to keep up to date with current affairs and alerting them to the availability of online newspapers for a number of languages
- stressing the need for understanding of the specialist subject area (Law; Health or Local Government)
- teaching the conventions of letter writing in both languages
- emphasising the importance of practice to gain confidence
- encouraging candidates to visit open court hearings, hospitals, local authorities and other suitable institutions to observe real life public service interpreting situations, if at all possible, this would enable them to place themselves in the role of the interpreter. If visits are not possible, encourage candidates to read court transcripts from law press or the internet, same with local government (local council meetings, local press, information leaflets) and health issues (NHS websites, government health advice etc.).
- arranging mock examinations if at all possible

6.3 Skills and knowledge requirements

In order to pass the DPSI examination candidates must have the following skills and knowledge in English as well as their other language:

- ◆ a sound command of the structures in both languages, in particular grammar and syntax (specifically the use of tenses), word order, punctuation, stress

- ◆ and intonation, spelling of words and standard vocabulary
- ◆ the ability to select conjunctions that signal the intended relationship between text parts; selecting the wrong conjunction can alter the meaning of the text completely and fatally
- ◆ the ability to convey the meaning expressed in one language into the other in a coherent manner and avoiding word-for-word rendition
- ◆ conventions for spoken and written language, including the use of formal and informal registers in both languages, salutations and leave-taking formulas in letters
- ◆ a well-developed lexicon of terminology required for the specialist options
- ◆ background knowledge of the specialist option both in the UK and in the country/countries where the other language is spoken
- ◆ time management skills

Other knowledge aspects:

- ◆ knowledge of interpreting techniques and conventions
- ◆ knowledge of translation techniques and conventions
- ◆ the ability to manage the interpreting situation and to take action if the interlocutors make it difficult or impossible for the candidate to interpret effectively
- ◆ appropriate use of dictionaries
- ◆ examination practice, especially in whispered interpreting, time management and checking written work
- ◆ the use of footnotes for annotations and explanations when terms are introduced for which no direct equivalent exists in the target language
- ◆ knowledge of the format and marking criteria of the DPSI examination

Appendix 2. Recommendations to Candidates

The following recommendations were made to candidates by the markers of the 2009 examination papers:

Preparing for the examination:

- Make sure you know the DPSI exam format (see the DPSI Handbook/loLET website for details) and what the examination entails.
- Check loLET section of the website for any new DPSI information. Frequently asked questions on Fatal errors and Written tasks were added onto the website in 2008/2009. More information is due to be added, keep an eye on the website
- Do not sit for the examination unless you have perfect mastery of both the languages involved, including their orthography and spelling rules.
- Keep both your languages up to date by reading, writing and speaking.
- If you are doing the law option, improve your knowledge of legal terminology by attending a few court hearings, where your language is used. This will give you a better idea of court procedure and how to use legal terminology. If your chosen option is local government, familiarise yourself with local government institutions and procedure in the UK and the corresponding area in the other language context. If your chosen option is health, visit local health centres, hospitals and read about the NHS and the corresponding services in the other language context.
- Pay careful attention to the specialist terminology relevant to your DPSI option. Build up a glossary of specialist terminology. Read original documents in your chosen option to research your glossary.
- Keep **up to date** with the specialist vocabulary in your chosen field.
- Make sure you **understand** your chosen field and its specialist concepts and notions so well that should a specialist term not exist in one of your languages, you can paraphrase precisely.
- Work at mastering the vocabulary used in the area you plan to work in and maintain that. Dictionaries are useful but, however, on their own they are not enough. Work towards use of language that is accurate but also sounds natural. Pro-actively seek exposure in a range of situations you are likely to come across as an interpreter as well as situations that improve general knowledge and understanding of the environment people live and work in.
- Do not underestimate the power of a good dictionary. It is worth investing in good dictionaries. Use both monolingual and bilingual dictionaries. In your preparation a thesaurus is an excellent way to build vocabulary.
- Listen to the radio (e.g. BBC Radio 4 and the World Service.). Remember an interpreter is a facilitator of communication between two persons neither of whom has any knowledge of the other person's language. You have to be proficient in both languages to be able to do your job properly. Programmes recommended for law option candidates include BBC Radio 4 programmes such as Law in Action, File on Four, Report, Today and PM, all these programmes are also available on the BBC i-player.
- Practise whispered interpreting by interpreting news and factual programmes

on radio and television in real time.

- Practice manual writing for the examination. If your computer has integrated software that will automatically correct your spelling, you may not be aware of the areas where you need improvement.
- Read newspapers (including online) as well as other publications and original documents relating to your chosen option regularly in both your languages. This will ensure that you keep up to date with current affairs in both cultures and with what is happening in your subject area.
- Use internet research as a tool to increase your knowledge of your speciality, it is advisable to concentrate on the government, official and university websites, they are more likely to be reliable.
- Watch relevant television programmes in both your languages. This will help you keep up to date with terminology, and you can practice interpreting while you watch.
- Familiarise yourself with the procedures in your speciality by visiting the appropriate institutions both in the UK and when visiting the countries where your language is used.
- Exams can be stressful, but so can court appearances and interpreting assignments. Control of the situation is therefore vital. Develop coping techniques that will help ensure good quality of work whatever the circumstances.
- Enjoy interpreting. Only if you enjoy it, can you really be proficient. If you are struggling, practise more until you start enjoying it.
- Remember that to be a good interpreter you need to be competent in two languages, as you need to decode the source language and encode the target language. It is not enough to be a native speaker to get a DPSI qualification, you need to be able to act in your chosen specialist field with competence in English and the other language or language variant.
- Practise the tasks involved in the exam under timed exam conditions. This will help you manage your time. Practice will help alleviate stress in the exam itself.
- Use the Chartered Institute of Linguists website for up-to-date information and guidance on preparing for the examination.

At the examination:

Role-plays:

- Read the briefing context carefully.
- Remember you can make notes during the interpreting tasks.
- Aim for accuracy - your interpretation provides access to justice.
- Remember that absolute accuracy is required in interpreting/translating for medical purposes, as a misinterpretation can lead to a misdiagnosis with potentially tragic consequences.
- Pay attention to style (formal or informal).
- Pay special attention to the register of the language and make sure it is appropriate to the situation you are interpreting in or the text you are

translating.

- Interpret everything.
- Switch from consecutive to whispered and back to consecutive interpreting as required.
- Concentrate.
- Speak clearly and audibly.
- Maintain eye contact.

Written tasks:

- Pay careful attention to the correct use of grammar, spelling, and vocabulary. Make sure that you know the grammar of English and your own/other chosen language.
- Pay attention to detail.
- Refrain from using transliterated words where there is a good word in your own language.
- Be alert to the kinds of error that speakers of your particular language combination are prone to make when interpreting and translating between the languages. For example, if your language does not have grammatical categories such as articles and tenses, be sure to pay attention to them when interpreting and translating into English; if your language has very elaborate systems of address forms, remember that you may need to simplify considerably when translating and interpreting into English.
- Do not be too ready to use an English term in your other language; although residents in the UK may be able to understand you, visitors and people not living here may not.
- Use the letter-writing conventions in English and in your own language.
- Make sure you have understood the source text before starting to translate. Do not begin to translate a sentence or paragraph before reading all of it; otherwise you run the risk of following the source language order of words or sentence structure too closely. Produce a coherent translation.
- Before you start translating a text, remember it has an author and a reader. Identify them first. Who wrote the text? Who will read it and why? Once you have translated the text, put yourself in the place of the reader and see if you can act on the basis of the text, and make sure that the text makes sense.
- Make sure you understand the sense of the text, don't just translate it word by word.
- Leave time to read through your translation at the end of the exam so that you can check for careless spelling, grammar and punctuation errors. When reading through the text make sure that the choice of the words in the target language is made according to the context of the text and avoid the use of English words when the word exists in your language. Make sure that the translated text is clear and reads fluently in your language. This means that a speaker of your language would not only understand the message but that the text conforms to the genre of the original text. Make also sure that the translation is faithful to the original text.
- Pay great attention to accuracy in choosing the right wording when translating idiomatic terms such as 'on-street parking', 'off-street car parks', 'suspended

meters'etc (examples are from the Local Government Option, but this is true for all options) as they may not have clear-cut equivalents in the target language. It is better to describe/paraphrase the specialist terminology unknown in your language rather than trying to find a single word for it.

- Do not offer two or more alternative translations. This is not good professional practice and will be penalised. It is up to you, not the reader, to select the most appropriate term.
- Complete the task; serious omissions are penalised. Check whether the translation continues over the page (this is always indicated by 'Continued on next page' printed in bold letters).
- Do not add words to the translation, you may distort the original meaning or invalidate the text.
- Make sure you have adequate dictionaries or glossaries for your option, and that you bring them to the examination.
- When consulting a dictionary where more than one term is given for a word, do not use the first term that meets your eye; make sure you select the best term for the context. Where a key vocabulary item is concerned, it is absolutely essential to get it right to obtain a pass. Cross-reference if necessary.
- Be alert to 'false friends'.
- Legible writing is crucial. Illegible handwriting can lead to vital information being missed out or misunderstood.
- Make sure you have time to copy out rough work to a final version.
- Leave politics outside the examination room.
- Bear in mind this check list, when translating from English into the other language Task 3B:
 1. Read the English text thoroughly, marking any unclear paragraphs for further reading. You must understand completely what the original says.
 2. Mark the terminology you do not know and use your dictionaries to clarify.
 3. Think how you would express the meaning of the English in your Target Language, think in terms of meaning, not words.
 4. When you have a first draft check your translation against the English: have you translated everything? Have you made any unnecessary additions?
 5. Read your translation without the English. Does it sound natural to you? Would you have written it like that if you did not have the English in front of you?
 6. Closely revise your text. Is it consistent? Have you missed any accents or commas? Any typos? Is the terminology consistent? Is the text clear and well-presented? etc.
 7. Finally, do not forget to use your logic, if something does not make sense, check it. It is probably a mistake.

Appendix 3. Reasonable adjustments and special considerations

Reasonable adjustments are made in order to take into account the effect of a disability on (or other impediment to) a candidate's performance. Adjustments are determined according to the particular needs of the candidate. Reasonable

adjustments for a candidate do not give him/her unfair advantage over other candidates. See IoL website for full details. All reasonable adjustments are granted according to national guidelines.

The number of reasonable adjustments and special considerations was slightly down in 2009 compared to 2008. There were 19 reasonable adjustments and special considerations for a wide range of reasons. All the papers of the candidates in all the tasks they had been granted a reasonable adjustment or a special consideration were moderated. All the written tasks were double marked and moderated. Majority of the reasonable adjustments were for written tasks, mainly in form of extra time. One candidate was allowed to take the examination at home and was assessed from the recording.