

The Chartered Institute of Linguists (Ciol)
The IoL Educational Trust (IoLET)

**Preparing for the
Diploma in Translation (DipTrans)
Examination**

**A seminar for
candidates and course providers
with special reference to
translating from English into Chinese**

May 2009

Preface

This seminar is based on the *Diploma in Translation: Handbook and Advice to Candidates*, and the 2004/6/7/8 *Preparation Seminars*. Both can be found at the CloL website, in the 'Diploma in Translation Materials & Publications' section, at <http://www.iol.org.uk/nav.asp?r=LY0MV884377&3pid=LY0AL814419>. Areas covered are:

- the description of the Diploma in Translation (DipTrans)
- the criteria used for assessing translation quality in the DipTrans examination
- the use of resources, both when preparing for and during the examination
- common pitfalls when doing a translation in examination conditions
- practice exercises

The languages used for illustrative purposes are English and Chinese (in traditional characters), but all examples are presented in such a way that they can be understood without a detailed knowledge of traditional Chinese characters. A number of the examples were selected from the Chief Examiners' reports of the 2008 and 2009 DipTrans examinations, for which the IoLET is accordingly grateful.

We hope that the advice and ideas set out here will be of interest both to trainers and to candidates preparing for the examination in any language combination.

IoL Educational Trust
June 2009

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1 Introduction

Analysing your need

Before sitting the examination, ask yourself such questions as: why do you want to know about the DipTrans? What do you know about the DipTrans? What do you expect from the DipTrans as a professional language qualification? What career does you want to embark on?

What is the DipTrans?

The DipTrans is a postgraduate qualification intended for working translators, candidates who have reached a high level of linguistic competence, want to embark on a career in professional translation, and have already reached a level of linguistic competence at least equivalent to a good Honours degree in languages.

What does the DipTrans examination test?

Candidates' ability to translate from a source language (hereafter SL) into the mother tongue to a professional standard, their awareness of the professional task of the translator, and the appropriate level of writing skills in their target language (hereafter TL).

What does the DipTrans examination test?

Candidates' ability to translate from a SL into the mother tongue to a professional standard, their awareness of the professional task of the translator, and their writing competence in TL at an appropriate level.

What designation will you have?

Successful candidates are entitled to the designation *DipTrans IoLET* and eligible to apply for the CioL's Membership or Associate Membership.

Are you eligible for sitting in the DipTrans examination?

Even if a candidate were holding a degree in languages, one would still need to have additional experience or training. Candidates are therefore advised to attend relevant courses to prepare for the examination.

[For details, please refer to the *Handbook*, p.3]

2 Description of the DipTrans

The examination consists of three units:

- Unit 01 General translation 3 hours
The exam text is of a demanding but non-specialised nature, approximately 600 words.
- Unit 02 Semi-specialised translation 2 hours
The exam texts are of a semi-specialized nature, approximately 450 words in the following *three* subject areas:
 - 2A Technology
 - 2B Business
 - 2C Literature
- Unit 03 Semi-specialised translation 2 hours
The exam texts are of a semi-specialized nature, approximately 450 words in the following *three* subject areas:
 - 3D Science
 - 3E Social Science
 - 3F Law

[For details, please refer to the *Handbook*, p.8]

Assessment Criteria:

General Principles

- Candidates *must* achieve a Pass in *each* of the three aspects of performance assessed in order to gain an overall Pass/Merit/Distinction.
- Translations with 5% or more of the source text (hereafter ST) missing will automatically be awarded a Fail mark.
General Paper (approx 600 words): 5% = 30 words
Semi-specialist papers (approx 450 words): 5% = 23 words

Possible marks

- Distinction: 80-100% of the total marks
- Merit: 70-79% of the total marks
- Pass: 60% of the total marks
- Fail: below 60% of the total marks

3 Preparing for the DipTrans

As with any other professional examination, the DipTrans requires highly focused preparation. No one can expect to pass the DipTrans if they are not good translators, but a good translator will not necessarily pass the examination, or perform to the best of their abilities under such circumstances. Two key aspects are therefore involved:

- acquiring the skills to translate at the appropriate level: to prepare for the exam, not just language learning
- sitting the examination fully prepared: knowing the difference between preparation and the real exam.

Acquiring the skills to translate at the appropriate level is a fundamental requirement for success. This involves a clear awareness of the criteria used in assessing translation quality. The following sections provide an analysis of the criteria used in terms both of general principles and of the specific criteria used to award a Pass/Merit/Distinction or a Fail.

It is self-evident that a competent translator must be able to understand and handle all of the grammatical features of both the SL and the TL. Linguistic knowledge is a fundamental requirement, but it is not enough on its own. It must be supplemented by sound cultural knowledge, as well as subject-area knowledge, particularly for the semi-specialist options. In the past, many candidates experience serious difficulties in translating the exam texts because their background knowledge is inadequate.

Preparation for the examination therefore must involve the building up of:

- the ability to write well in the TL in all relevant subject areas
- a detailed knowledge and command of all of the linguistic features of both the SL and the TL
- a genuine interest in the SL and the source culture
- fluent use of translation technology (where relevant)
- sound cultural knowledge
- good subject area knowledge

Good cultural and subject-area knowledge can be achieved in a number of ways:

- carrying out detailed research on background points when doing practice translations (i.e. by using dictionaries, encyclopaedias, reference books and the Internet, and by talking to informants)
- visiting the country or countries where the SL is spoken (for translators not living there)
- visiting the country or countries where the TL is spoken (for translators not living there)
- reading books, newspapers, magazines and specialist publications regularly
- watching television programmes (immensely useful for picking up contemporary idiom) and films
- reading books about the country or countries where the SL is spoken (for translators not living there), and about the country or countries where the TL is spoken (for translators who do live there); books and websites in English about China might include:
 - Hunter, Alan & Saxon, John. 1999 *Contemporary China*. NY: St Martin's Press
 - Robert E, Gamer, ed. 2008 *Understanding Contemporary China*. Publisher: Lynne Rienner, 3rd edition.
 - Lubna Malik and Lynn White. 2007-8 Edition. *Contemporary China: A Book List*. <<http://www.princeton.edu/~lynn/chinawebs.doc>>
 - The Contemporary China Centre, Australian National University. Since 1970. *Contemporary China Books*. <<http://rspas.anu.edu.au/ccc/conpaper.htm>>

and those on the UK might include:

- Andrew Marr, *A History of Modern Britain*, Macmillan 2007
- Norman Lowe, *Mastering Modern British History*, Palgrave, 3rd edition 1998
- Rebecca Fraser, *A People's History of Britain*, Pimlico 2004

Improving translation skills is a gradual process:

- start with easy materials, and gradually move on to more challenging material
- work slowly and thoroughly at first (over-check rather than under-check)
- If time is limited, doing 30% of a translation thoroughly is much more productive than trying to struggle through the whole text, and producing a poor translation. Only good, experienced translators can work at speed and under pressure.

Translators should only consider attempting the DipTrans when they can *consistently* produce quality translations. However, as far as the examination itself is concerned, candidates must bear in mind that they will be working:

- in unfamiliar surroundings and conditions
- at speed
- in a stressful situation

These problems of stress and speed are very similar to the conditions encountered in professional situations, where clients sometimes make unreasonable demands regarding speed and the quantity of work to be produced. Speed combined with quality comes with practice, but the basic principle should be:

- quality
- speed

The unfamiliarity of the surroundings and conditions will affect stress levels (e.g. there is no opportunity for a coffee break, or for a quick run round the block to clear the brain). It will also affect the candidate's approach to the translation, in particular because of:

- time constraints
- the limited space available for working (e.g. a small desk and no shelves)
- restrictions on resources
- the non-availability of a computer
- the possibility of having to produce a handwritten script

Candidates need to prepare themselves by practising in examination conditions. This includes doing translations with pen and paper, translating against the clock (i.e. strictly in the time allowed, and with no breaks), and using only the resources (e.g. paperback dictionaries) that will be allowed on the day.

All candidates will benefit from at least one mock exam in all papers, conducted in conditions that are identical to those of the examination itself (e.g. constraints on time, space and resources, no helping hand from the teacher/google search, and handwritten instead of keyboarding).

The DipTrans examination is a fairly gruelling experience, and calls for mental stamina. Candidates should arrive in adequate time to prepare themselves.

Both when learning to translate to the appropriate level and preparing for a specific examination, candidates will find many useful tips in:

- Robinson, Douglas. 1997. *Becoming a Translator*. London: Routledge.
although the author does not discuss preparation for translation examinations as such.
- 黃邦傑. 1990. 《譯藝譚》北京: 中國對外翻譯出版公司.

Last but not least, all candidates must be fully conversant with *Diploma in Translation. Handbook and Advice to Candidates*, IoL Educational Trust, 2006. This important publication, which can be downloaded free of charge from the CloL website, contains a wide range of immensely useful information for all the DipTrans candidates, and is compulsory reading.

4 The criteria for assessing the quality of translated examination texts

General Principles

The Diploma in Translation examination assesses and rewards *basic professional competence* in translating any language combination. Most candidates translate into, or out of, English, but the IoLET also runs examinations in combinations that do not include English.

The underlying assessment principle recognises what constitutes a professionally acceptable standard of translation, and does so in practical terms and in the context of the texts set for the examination.

Professionally acceptable means that the translated text

- reaches a standard acceptable for submission to a commercial client
- is functionally accurate and appropriate in terms of both style and register
- faithfully renders the style and meaning of the original piece of writing
- have the same intended effect on the target readership as the original did on the source readership

Candidates therefore are expected to

- use analytical language skills
- handle specialist and semi-specialist terminology in both the SL and the TL
- know the differences in the relevant norms of the two languages in question
- respect any originality in the ST (e.g. syntax and vocabulary) and
- convey all cultural elements (e.g. local customs, manners, food and clothing), and render natural usage, colloquialisms, phatic language, routine formulations, common metaphors and technical terms in the target text (hereafter TT)
- write in their TL *at mother-tongue level*, and reach a *high standard of accuracy*

Some commonly used expressions by examiners

What is 'basic professional competence'?

What is a 'standard acceptable for submission to a commercial client'?

- Gist translation, broad/loose semantic translation and adaptation are generally not acceptable.
- Flawless translation is seldom expected, but editing (by the clients) should be minimal.
- Sensitive to the seriousness of errors in relation to specific contexts is vital. A given error can be serious in one context but minor in another.

What does writing 'at mother-tongue level' mean?

- Not all native speakers write well: some write better than others.
- Native speakers who normally write well do not necessarily write well when translating.
- Native speakers write some types of text well, and others not so well.
- Native speakers might also have problems with SL interference.
- A very small number of non-native speakers can write at mother tongue level, but the overwhelming majority cannot.

What is a 'high standard of accuracy' when writing in the mother tongue?

General mastery of all aspects of the TL, which includes:

- correct grammar (i.e. tenses, grammatical words such as articles, and agreements)
- correct spelling
- correct punctuation
- respect for TL textual conventions

What does the 'same intended effect' involve?

- Establishing the function of ST
- Establishing the style of the ST
- Establishing the register of the ST

- Seeing the ST from the ST reader's point of view
- Identifying the intended readership

How important is specialist/semi-specialist terminology?

The importance of terminology is dictated by text function and text type:

- terminology and accuracy (e.g. translating 'remote recorders' as “偏遠地方的收音機” instead of “遙距記錄儀” is inaccurate)
- terminology and appropriateness (e.g. translating the phrase “An array of chips attached to your body...” in a technical text as “附設在身體的一組微片.....” instead of “貼附在身體上的一排晶片” is inappropriate).
- terminology and tone (some subject areas are highly sensitive, and using the wrong term can be hurtful or offensive (e.g. 'handicap' instead of 'physically challenged', or the gender-exclusive 'chairman' instead of the gender-inclusive 'chairperson'/'president').

How important are cultural aspects, and how should candidates deal with them?

Translation solutions are dictated by the requirements of the client (in real situation) or the examination (in this case). They are also shaped by text function and text type. Some useful techniques are to:

- explain, amplify or use a translator's note (Please refer to the *Handbook* for a thorough description of translator's note.)
- quote the item as in the ST
- import the foreign item into the TT (by putting it right after the translation and in brackets)

Collocation: This is one of the more difficult notions for a language learner to come to grips with. It refers to the relationship between two words or groups of words that often go together and form a common expression. For example “帶動了...關注” (translation for “raising concerns”) “帶動”, “關注” are not collocates. A more acceptable translation is “這情況令人憂慮”).

Colloquialism: This does not necessarily refer to familiar language. Colloquialisms are set expressions that are often, but not always, impossible to translate literally. For example, the English idiom “come off it” does not mean “出來” in the sentence “Come off it! I don't believe what you're saying.” It would be more appropriate to translate as “不要胡言亂語，我不信你所講的話。”, and “Keep one's finger crossed” would be more appropriately translated as “祝願成功” not “交叉某人的手指”.

False friends: These are lexical items that are identical, or dangerously similar, in two languages, but which have different, perhaps completely different, meanings. Many words fall into this category. For example “Actions speak louder than words.” usually carries positive connotations meaning “Actions get things done.” in English. The translation “說不如作” is appropriate in most cases, but in some contexts, it can be taken as an insult as “Talk is cheap!” in Chinese. Another example is the word “travel”, which simply means going from one place to another in English, can be misleading to Chinese readers when it is translated as “旅遊”, which implies going on holiday (for fun). “In the same boat” means “in the same situation” and should not be translated as “同舟共濟” or “風雨同舟” because both Chinese idioms carry the feelings of solidarity and helping each other.

Metaphors: This is a part of speech involving a word or expression used in a non-literal sense or in an unusual setting (e.g. “straight from the horse's mouth” or “the lion's share”). These can cause particular difficulties when trying to understand the ST. For example, the sentence “Things are difficult for him at the moment, but he usually manages to fall on his feet.” “Fall on his feet” is nothing to do with walking or standing. Instead it means to be in good or improved condition after a difficult experience. A plausible translation is “化險為夷”.

Phatic language: This refers to those features in a text which are meant to establish or maintain communication. Some greetings, for instance, are simply used to acknowledge someone's presence, and a reply is not expected (e.g. *Hello!* and *Hi!*).

Register: A style or a set of techniques in writing intended for a particular readership such as medical or legal professionals.

In order to gain an overall Pass/Merit/Distinction, candidates must achieve a Pass in each of the three Aspects of Performance assessed.

Distinction

To be awarded a Distinction, candidates would need to meet the following criteria:

Aspect of Performance 1: Comprehension, Accuracy and Register

The translation shows an excellent command of the subject matter with accurate transfer of information throughout. The choice of language and register are entirely appropriate to the subject matter and to the spirit and intention of the original.

Aspect of Performance 2: Grammar, Cohesion, Coherence and Organisation of work

The translation reads like a piece originally written in the TL. The sentence structure, grammar linkages and discourse are all entirely appropriate to the TL.

Aspect of Performance 3: Technical points relating to spelling, accentuation, punctuation and the transfer of dates, names, figures, etc

The spelling, accentuation, punctuation, and transfer of dates, names and figures in the translation are faultless.

Pass

In order to be awarded a Pass, candidates should meet the following criteria:

Aspect of Performance 1: Comprehension, Accuracy and Register

The translation shows an adequate command of the subject matter. There are no serious errors or omissions in the transfer of information. Any inaccuracies or omissions are minor and will not give false or misleading information to the reader. Acceptable translator's notes, where given.

Aspect of Performance 2: Grammar, Cohesion, Coherence and Organisation of work

The sentence structure is sound, though with some awkwardness and lapses in grammar, nothing too serious.

Aspect of Performance 3: Technical points relating to spelling, accentuation, punctuation and the transfer of dates, names, figures etc

The translation is correct in all major technical elements but with one or two serious lapses of spelling and with some errors in punctuation.

Merit

Candidates who were awarded a 'Merit' would have met the following criteria:

Aspect of Performance 1: Comprehension, Accuracy and Register

This requires the correct transfer of information and evidence of complete comprehension of the ST. The translation shows a good command of the subject matter although at times there is some under- or over-translation or a slight lack of clarity. The vocabulary, terminology and idiom chosen are appropriate throughout, though occasionally a more appropriate rendering than that given in the translation may be found. The register chosen is faithful to the register of the ST.

Aspect of Performance 2: Grammar, Cohesion, Coherence and Organisation of work

The translation is well organised, with good sentence structure and overall coherence. While not perfect, it has clearly been written as if it were an original piece of writing in the TL, with appropriate reorganisation of the information contained in the ST where necessary.

Aspect of Performance 3: Technical points relating to spelling, accentuation, punctuation and the transfer of dates, names, figures, etc

There are only minor technical lapses.

Fail

Translations with 5% or more of the ST missing will automatically be awarded a Fail mark.

General Paper (approx 600 words): 5% = 30 words

Semi-specialist papers (approx 450 words): 5% = 23 words

Translations that satisfy only one or two of the three *Aspects of Performance* will be regarded as Fails. The criteria constitute a Fail are as follows:

Aspect of Performance 1: Comprehension, Accuracy and Register

The translation shows an inadequate grasp of the informational content. There are a number of inaccuracies, both major and minor, leading to information being conveyed wrongly at several points. There may also be serious omissions. The translation contains a number of clumsy or inappropriate renderings, which impair or distort the message. There may be some incorrect choice of register and terminology, and some idiomatic usage may not correspond to the intention or sense of the original.

Aspect of Performance 2: Grammar, Cohesion, Coherence and Organisation of work

The translation does not read like an original piece of writing; it may be stilted and incoherent with little attempt to modify the sentence structure of the original to the TL. There may be over-elaboration and excessive paraphrasing.

Aspect of Performance 3: Technical points relating to spelling, accentuation, punctuation and the transfer of dates, names, figures etc

A considerable number of technical faults are present which would render even an otherwise good translation unacceptable in professional terms.

Serious errors that may lead to a Fail.

In a professional context – indeed, in any context – mistakes can have serious consequences. For instance, they can:

- cause a company to lose a lot of money
- cause a serious accident because the wrong figure is quoted
- cause a machine to overload and break down because the wrong connections have been given
- render experimental results meaningless because of incorrect data
- cause a death because the wrong dosage is quoted

Such errors can be the result of one simple mistake, for example:

- an incorrect punctuation
- a missing digit
- a missing letter (e.g. 10g instead of 10mg)
- a mistranslated preposition
- an incorrect pronoun
- a wrongly written Chinese character

For example, in a financial report, it can be a very serious error if one translates “0.03%” as “百分之零點三” (which is 0.3%) in the sentence “retail sales fell by 0.03%”. This will probably lead to a Fail in an examination situation regardless of the quality of the rest of the translation. The seriousness of an error however depends on the context, and a given error can be serious in one context, but minor in another.

5 Using resources

When preparing for the examination

DipTrans candidates must focus on:

- preparing to carry out a translation in examination conditions
- developing professional translation skills – both translation quality and speed

Both of these activities are important for success in the examination, and they justify the use of extensive resources, although many of them are not available during the examination.

Paper resources

Dictionaries, encyclopaedias and glossaries:

- monolingual dictionaries (SL and TL)
- bilingual dictionaries (general and specialist)
- encyclopaedias (general and specialist)
- glossaries (in the translator's own special areas)
- these have a number of drawbacks:
 - no dictionary or encyclopaedia can be comprehensive
 - no dictionary or encyclopaedia is totally accurate
 - entries can be misleading
 - they can easily become out-of-date

Textbooks, manuals, catalogues, newspapers, magazines and journals:

These have a number of advantages:

- they present lexical items in context, and related items will be presented together, therefore speeding up the translation process;
- they are much more likely to be up-to-date;
- they are more likely to be accurate, as they will use the language of the specialisation, rather than the language that linguists (and non-specialists) feel to be correct.

Non-paper resources

Dictionaries and encyclopaedias on CD-ROM

These have the same advantages and disadvantages as paper dictionaries and encyclopaedias, but also have the advantage of speed, flexibility and access.

Others

- on-line dictionaries and terminology banks
- web-based sources, including parallel texts and material in the TL and SL on a given topic from specialist sources
- human sources (e.g. clients, fellow translators and specialists in the subject area)
- some drawbacks are:
 - availability is never guaranteed (some online dictionaries are often down, and the technology can fail);
 - accuracy is variable, as anyone – both specialists and others – can put material up on the net (general dictionaries in particular are often compiled by non-specialists);
 - it can be quite difficult and/or time-consuming to get precise information from an informant;
 - informants sometimes give the information they feel they ought to give, rather than the correct information.
- some advantages are:
 - when on-line resources are working properly, searching and cross-checking is very quick;
 - the material is much more likely to be up-to-date (some on-line dictionaries are updated on a monthly basis);
 - it is very easy to get hold of material in context, and therefore obtain correct information;
 - people can be invaluable for clarifying problems such as ambiguous structures, and cultural conundrums.

Expanding your pool of resources

- Specialist translators might also investigate the possibility of joining a professional association that focuses on the field they specialise in. Even if full membership is not possible, these associations sometimes hold meetings and conferences that are open to the general public.
- In order to develop linguistic knowledge, cultural knowledge of the SL and specialist subject knowledge, sources other than standard monolingual and bilingual dictionaries should be used extensively. There is a clear correlation between, on the one hand, linguistic, cultural and specialist knowledge and, on the other, translation skills, including accuracy and speed.

During the examination

Only paper dictionaries and other reference materials are allowed. Candidates may use dictionaries and other reference works, including their own glossaries.

There are no restrictions on the paper reference materials that candidates may take into the examination room, but the time available for checking and looking words up is limited. Candidates should pay attention to the following essential requirements:

Accuracy

- always use bilingual and monolingual sources together;
- never rely on the bilingual dictionary alone;
- always use the monolingual dictionary to cross-check unfamiliar equivalents suggested in the bilingual dictionary;
- use sources which provide a context whenever possible.

Speed

One should have

- finger-tip familiarity with all resources used (no two dictionaries present material in the same way);
- a high level of linguistic competence in the SL and the TL
- a high level of cultural and background knowledge
- a good basic specialist knowledge (e.g. for science, a sound knowledge of basic scientific procedures and processes is essential)

Minimum requirements

- one monolingual SL dictionary (one which includes proper names and acronyms)
- one monolingual TL dictionary (one which includes proper names and acronyms)
- one general bilingual dictionary

6 Translator's notes

Professional translators sometimes use translator's notes in real-life situations, for example:

- where a text lacks clarity and it is not possible to consult the author
- when there is need to inform a target audience of any issues (e.g. cultural matters) that may not otherwise be clear

General principles

Translator's notes may be used in all three units of papers. They should however reflect their use in a professional context and provide the target readership with an explanation or resolve an issue *in situ*. Candidates should bear in mind that:

- translator's notes are the exception and not the rule. They should be used sparingly, and only if absolutely necessary;
- translator's notes are not meant to be an opportunity for the translator to display knowledge. Unnecessary translator's notes are likely to be penalised;
- in the DipTrans, translator's notes should be addressed to an imaginary client and not to the examiner;
- not every translation will require translator's notes;
- translator's notes may appear at the bottom of the page as footnotes, at the end of the translation, or on a separate sheet. They do not need to be preceded with the heading 'Translator's note(s)' (although this is standard practice in a professional context) since standard footnotes do not feature in the examination papers, and there is therefore no risk of confusion between author's footnotes and translator's notes.

Translator's notes may be used:

- to indicate that there is, or may be, an error in the ST, for example a spelling mistake, or an error in dates, figures or units. Given that the assumed error may not actually be one, the tone of the comment should be diplomatic;
- to indicate an ambiguity in the text which cannot be clarified (in a real-life situation, the translator would need to consult the client or the author of the ST);
- when a specialist equivalent cannot be traced, given the resources available in the examination room, the candidate needs to indicate the specific source(s), for example, a specific online dictionary, a website or a specialist, that could be consulted in order to solve the problem. A generic translator's note such as 'If I had access to the Internet, I would...' is insufficient;
- to provide necessary information for the reader, for example, in the case of culture-bound issues, if this information cannot be provided within the body of the translation, for example, because it would be too cumbersome, or because it would break the flow of the text;
- Translator's notes must never be used to explain a translation problem or to justify the solution that the translator has opted for.

Assessing criteria

- The lack of translator's notes will not mean automatic penalisation.
- Translations will be eligible for Pass, Merit or Distinction grades with or without translator's notes.
- Any translator's notes used must be concisely and relevantly expressed.
- They must be essential to comprehension because its main use is to clarify a point.

7 Traps to avoid

Candidates should avoid falling into the following traps:

1 *Time management and organisation* (For details, please refer to *Explanation Notes 1* below)

- assuming there will be time to write a neat copy as well as a draft
- leaving gaps unflagged
- leaving alternative renderings unflagged
- spending too long choosing the options for Papers 2 & 3 (i.e. the semi-specialist options)
- changing options half-way through

2 *Approach to the ST* (For details, please refer to *Explanation Notes 2* below)

- not taking time to read the ST carefully (ideally twice) before starting to translate
- not establishing the function/style/register of the ST
- not using the context of a word (or group of words or sentence) to understand or clarify the meaning
- not using, or not even having, background knowledge (e.g. of cultural or technical issues) needed to understand or clarify the meaning
- not understanding a syntactic structure
- not understanding less common grammatical words
- not understanding technical or scientific processes
- not seeing the ST from a ST-speaker's point of view
- not standing back from the ST to see it as a whole
- not considering a familiar lexical item may have a meaning other than the familiar one(s)
- adopting a linear approach or tunnel vision when reading the ST

3 *Use of resources* (For details, please refer to *Explanation Notes 3* below)

- using the bilingual dictionary exclusively to clarify the meaning of an item
- using the first equivalent suggested without pausing for thought
- not consulting an appropriate monolingual source in order to confirm a suggested equivalent
- not considering whether the resource used may be incomplete, incorrect or misleading

4 *Approach to the TT* (For details, please refer to *Explanation Notes 4* below)

- leaving parts of the ST untranslated
- adopting a linear or tunnel vision approach
- attempting to translate into the TL when writing skills are not of native-speaker standard
- inappropriately guessing a meaning or an equivalent
- not seeing the TT from the TT-reader's point of view
- not standing back from the TT in order to see it as a whole
- not considering issues of style, register and text function
- not addressing issues of cultural transfer
- not converting figures and units of measurement when required
- not editing out spelling and grammatical errors
- not using punctuation and TL conventions appropriately
- not checking the translation at the end for errors, flagged alternatives and good presentation

Explanation notes

1 *Time management and organisation*

- Time is at a premium in all three papers. Doing the General Paper in three hours, and the semi-specialist papers in two hours, is no easy task, particularly if things need to be looked up and resources consulted. Candidates are strongly urged not to hand in very poorly presented scripts (e.g. with untidy handwriting, scribbles, a lot of words crossed out, and arrows indicating where last-minute insertions have been written). Candidates who hand in such professionally unusable scripts are likely to fail, as are those who wrongly think that they have enough time to produce a neat fair copy. Candidates are advised, but not instructed, to write on alternate lines. It is essential to leave time at the end for checking and 'proof-reading'. A working definition of a 'professionally usable document' might be one that can be handed to a secretary with minimal, or no, knowledge of the TL for typing.
- When translating, it is perfectly reasonable to leave difficult problems till later, and to get on with the rest of the translation first, but by spending too much time on a tricky item, the candidate may be unable to finish the translation. At all events, it is vital to flag all such gaps, as they may otherwise never be dealt with. Always remember the 5% rule leading to an automatic Fail.
- Candidates may wish to note alternative renderings that come to mind if the solution is not immediately obvious, and leave the final decision till later. However, it is vital to flag these as well, so that only one rendering remains. It is up to the candidate to choose the final rendering, not the examiner. If two or more renderings are offered, the candidate is always penalised, even if one of them is correct.
- Candidates have only two hours to do the semi-specialist options. That is not long. Those who spend more than ten minutes choosing between the three options may well run out of time. Very able candidates have been known to fail a semi-specialist option for this reason.
- Once the choice is made, it is extremely risky to change halfway through. Again, time is at a premium. The option should be chosen before the examination, or within the first few minutes.

2 *Approach to the ST*

- It is ideal to understand the ST thoroughly before any translations take place.
- In order to produce a TT that is accurate and achieves the same effect as the ST, candidates must look at factors such as style and register, and determine the function of the text, and of particular elements within the text.
- The meanings of many words, groups of words and sentences are not always obvious, and often depend on the immediate or broader context. It is also wise to remember that some words can be used metaphorically rather than literally.
- Background knowledge (i.e. of the subject matter and/or cultural issues) can play an important part in interpreting the meaning of words, groups of words and sentences. In many languages, this can be particularly important when trying to work out what particular pronouns refer to.
- Texts do not consist of words simply strung together. Candidates who rely on leaner approach or tunnel vision when trying to understand a text are likely to make serious errors. Syntax and word order are all vital features.
- A frequent problem is the mishandling of less common grammatical words. Many candidates would benefit from a thorough study of the SL's more sophisticated grammatical features.
- Problems often arise in the semi-specialist options because candidates fail to understand processes (including very basic ones). It is essential to acquire, at the very least, a basic understanding of the rudiments of particular specialist fields before attempting to do the examination.
- To be able to see the ST from a ST-speaker's point of view, candidates would need to read extensively related materials written in the language of the ST, and to understand its culture accordingly.
- The most common problem faced by novice translators is the difficulty involved in seeing what they are writing from the point of view of the TT reader. They know what they are trying to say, but they cannot always see that the reader will understand something different.
- Some items, elements and aspects (e.g. figures in a business text, the name of the species in a scientific text, or style in a literary text) are vital within a specific text, and poor translations are likely to result in a serious misrepresentation of the ST, and lead to a Fail.
- It is always wise to assume that one's knowledge of the ST is imperfect, and in particular that a familiar item may have a meaning which was hitherto unfamiliar – and which may not be listed in the bilingual dictionary.
- It is vital to read and understand the ST as a whole, not just word by word or sentence by sentence.

3 Use of resources

- No bilingual dictionary is perfect, and the only safe way of using bilingual dictionaries is to look upon them as a source of suggested equivalents – and only when the full meaning is clear.
- Where the definition of a particular word is divided into sub-entries, it is wise to check each one, even though the exercise may be tedious and time-consuming. Choosing the first equivalent suggested may be an attractive option, but it is more likely than not to be unreliable.
- Bilingual dictionaries are never perfect. They quickly get out-of-date, the entries may be incomplete (e.g. a particular meaning may have been omitted), the equivalents suggested may be incorrect, or they may be correct in one context, but not in the context described in the text.
- Unless the bilingual dictionary has reminded the translator of an equivalent that s/he knows is correct, it is essential to crosscheck in a monolingual source.
- It is essential to combine monolingual and bilingual resources, and to combine dictionaries with other resources (e.g. encyclopaedias that give lexical items in a broad context).

4 Approach to the TT

- It is remarkably easy to leave parts of the ST untranslated – words, groups of words, titles, and even whole lines or sentences. Omission of 5% or more of the text leads to an automatic Fail, so it is always worth checking and double-checking.
- Translating the ST one bit at a time may be satisfying ('Good! I've done that. I can forget about it and move on to the next bit. '), but it invariably leads to inaccuracy, and to problems of cohesion and coherence, as the translator fails to take into account what has gone before and what comes next.
- The standard expected when writing in the TT is that of a good native user. Those candidates whose skills are not of that standard are bound to fail.
- It is important to be able to work things out from the context and on the basis of background knowledge, but there are situations where guessing (e.g. the meaning of an item, or an equivalent) without checking will land the candidate in serious trouble.
[An issue here can be the ability to distinguish between false friends and the best equivalent. Some translators automatically assume that if an equivalent is very close, it must be a false friend. This is true in some cases, but not invariably so. There are some situations where the best equivalent is the one that is the closest in form to the ST item.]
- The most common problem faced by novice translators is the difficulty involved in seeing what they are writing from the point of view of the TT reader. They know what they are trying to say, but they cannot always see that the reader will understand something different.
- Distancing oneself from the TT is a vital skill, and it takes practice.
- Candidates are expected to render the ST accurately. This relates not only to the semantic content, but also to issues of style, register and function, as defined in the rubric. The importance of each of these aspects will vary according to the type of text, and where it is not possible to render all aspects, candidates will need to demonstrate that they are able to prioritise. In a literary text, for instance, issues of style may take precedence over issues of semantic content, but only if this is the best way of preserving, say, the rhythm that is an essential feature of the ST.
- Candidates need to demonstrate that they are aware of problems of culture transfer, and that they can deal with them as the context demands, using equivalents, amplification and so on as appropriate.
- Depending on the text type, failure to convert figures and units of measurement accurately and appropriately will very likely lead to an automatic Fail.
- A small number of spelling and grammatical errors will be tolerated (as stated in *Aspect of Performance* 3). This will include the incorrect use of accents and upper and lower case, and the incorrect use of agreements.
- Candidates are expected to use punctuation appropriately, remembering that punctuation can alter the meaning of a sentence/text, that some rules of punctuation are compulsory (although others are optional), and that these rules are not the same in all languages. In all texts, appropriate TL conventions must be followed in the presentation of dialogue.
- Leaving enough time for going through the translated texts at least once is very important.

8. Advice to candidates

The examination texts are that translators and technical translators will be asked to embark on in 'real life'. It is therefore appropriate, but is not necessarily easy to translate. Many expressions in the original texts are difficult even for proficient native speakers of English. In real life, translators would negotiate with their clients in order to get enough time to:

- check on translation equivalents in dictionaries/glossaries
- locate and use translation programs/translation memory systems
- seek advice from knowledgeable native speakers in order to understand the ST more fully
- have colleague(s) check through the final translation

In this examination, time governs the completion of a translation. No live negotiation (with a 'client') could be possible. Candidates therefore need to understand the requirements of the examination, and be well equipped and prepared to finish all questions in good time. While preparing for the examination, they are advised to:

- read the *Diploma in Translation Handbook* thoroughly, pp.7-16 in particular, so as to know the level of work they are expected to achieve;
- enrol in a course that could help them improve their general linguistic competence in both source and target languages, and in their translating skills;
- read the examiners' reports;
- practise by working on as many past DipTrans examination papers as possible;
- develop the habit of reading their translation aloud so as to become more aware of the need for editing their own work;
- visualise the scene when translating especially literary texts;
- familiarise themselves with the history and current affairs of the locales in which they translate. This includes getting to grips with idiomatic expressions in the relevant language(s);
- put the original numbers and proper names in brackets after the translations;
- bring along reliable dictionaries or glossaries to assist their translation work (to set against the disadvantage of not being free to google unfamiliar terms in real-life situations);
- translate appropriately and think before simply adopting phrases from dictionaries;
- avoid creating simplified characters that are not recognised by the PRC;
- leave enough time for proofreading.

9 Practice exercises

Candidates might wish to work through the following seven practice exercises using the framework below. They should however bear in mind that the Chinese texts are NOT model answers, but adaptations of the work of past candidates. The aim of these exercises is to raise candidates' awareness of how the marking scheme works and indicate how candidates might benefit from making themselves familiar in advance with the marking criteria. Suggested procedures:

- Step 1 Read the full paper.
- Step 2 Translate the extracted sentences.
- Step 3 Compare your answers with the translations provided.
- Step 4 Evaluate both the given translations and your own against the above marking criteria.

Practice 1 UNIT 1: GENERAL TRANSLATION

Step 1 Read the following paper:

	<p>UNIT 01: GENERAL TRANSLATION</p> <p><i>For information only, not to be translated: The following edited extract has been taken from an article by Simon Jenkins that was published in The Sunday Times in August 2008. Translate into your target language for inclusion in a current affairs magazine publishing a series of short pieces by European social commentators about trends in their own countries.</i></p> <p>Et voilà, France has a better way of justice</p> <p>TRANSLATION TO BEGIN HERE:</p> <p>A friend recently arrived at his French country house to find the windows smashed and the television stolen. He accepted this as another sign of the crime-ridden society familiar back home. He did, however, mention it to the mayor at the fair held in the local village every Saturday. The mayor was shocked. The following day, a young man arrived at the house, crestfallen, and said that his parents would repair the windows and restore the property. He was sorry. No police were involved.</p> <p>That story is inconceivable in Britain. But it offers a backdrop to last week’s diatribe against modern society by the chief rabbi, Sir Jonathan Sacks, at the Lambeth Conference, when he was the latest cleric to call down hellfire on modern society.</p> <p>Sacks is not the first to take this line. Earlier this year Gordon Brown adopted the mien of John Knox and declared the nation accursed by “shallowness”. Families had apparently disavowed their responsibilities. The young were riding the buses drunk and were drugged to their eyeballs, despite 10 years of Labour rule.</p> <p>Not since John Major went “back to basics” with his call to revive something called Victorian values has the presumed link between spiritual and social conditions been so confidently asserted.</p> <p>All this is grist to the mill of religious fundamentalism – that is, religion not as a source of private consolation but as an active participant in drawing up and forcing norms on society. If society is going to the dogs, say the priests, then it must be because they and their message are neglected. This cry is as old as that of Savonarola in Florence, of the mystics and millenarians to whom every misfortune, plague, war and famine was the result of a failure to pay due obeisance to mother church.</p> <p>This brings us back to the rabbi and my French friend. In such classics of French history as <i>Montailou</i>, the story of a medieval Cathar village, or Graham Robb’s superb new work, <i>The Discovery of France</i>, the role of the communal authority, initially that of the church, is near absolute. It laid down the law and was the source of guidance and leadership. Robb’s thesis is that until the 18th century “there was no such thing as France, nor even French provinces”. There was certainly no universal language. There were families, clans, tribes, dialects, communes, mayors, continuing in many inaccessible places even until the first world war.</p> <p>These communities did not regard themselves as French. They identified only with their village or town, much as did medieval English communities. People’s lives were ordained by those they knew, respected and, later, elected. To a large extent, that is still true in France today and in other European countries where such decentralisation persists. There is nothing old-fashioned about localism.</p>
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40	The French mayor in my story clearly enjoyed status and authority by virtue of his election and his delegated power. He had tax money at his disposal. He controlled planning permissions and the barter that implied. His ear was to the ground. He was present at the fair. He could lean on the relevant parents.
45	In Britain, in such an incident, someone would have called the police and nothing would have happened. Had the miscreant ever been caught, probably after multiple offences, he would have experienced no restorative justice as in France. He would have come before the police, then a magistrate and, if he persisted, would have gone to prison and been destroyed for life. That is the British way. It is unnecessary, expensive and unproductive. But show me a politician who believes that the French way is better.

Step 2 Translate the following sentences

L4-6: The following day, a young man arrived at the house, crestfallen, and said that his parents would repair the windows and restore the property. He was sorry. No police were involved.

L7-9: But it offers a backdrop to last week's diatribe against modern society by the chief rabbi, Sir Jonathan Sacks, at the Lambeth Conference, when he was the latest cleric to call down hellfire on modern society.

L10-1: Earlier this year Gordon Brown adopted the mien of John Knox and declared the nation accursed by "shallowness".

L14-6: Not since John Major went "back to basics" with his call to revive something called Victorian values has the presumed link between spiritual and social conditions been so confidently asserted.

L19-20: If society is going to the dogs, say the priests, then it must be because they and their message are neglected.

L39: His ear was to the ground.

Step 3 Compare your answers with the translations below

L4-6: 第二天, 一個垂頭喪氣的青年來到朋友家, 表示他的父母會負責修補窗戶和賠償損失。青年向朋友道歉。整件事並沒有及涉警察。

L7-9: 但這事可以引起我們反思上周首席拉比喬納森·賽克斯 (Sir Jonathan Sacks) 在林伯克會議 (Lambeth Conference) 上對現代社會的抨擊。他是最近期嚴厲譴責現代社會的傳教士。

L10-1: 今年較早前, 首相白高敦 (Gordon Brown) 就曾擺出一副約翰諾克斯 (John Knox) 的姿態, 指出國家正被「膚淺」所咒詛。

L14-6: 直至馬卓安 (John Major) 提出要「反樸歸真」, 回復所謂「維多利亞時代的價值觀」後, 心靈與社會狀況之間假定的的聯繫才得以肯定。

L19-20: 教士們常說, 世風日下, 沒有人理會他們, 也沒有人聽他們講道。

L39: 他對一齊瞭如指掌。

Step 4 Evaluate both the given translations and your own against the above marking criteria

Use either the marking criteria (pp.11-2) or the mark sheet (p.13) in *Diploma in Translation: Handbook and Advice to Candidates* to evaluate your translation.

Practice 2 UNIT 02A: TECHNOLOGY

Step 1 Read the following paper:

	<p>UNIT 02A: TECHNOLOGY</p> <p><i>For information only, not to be translated: The following text is taken from the website of the U.S. Department of Energy (2005) and deals with wind turbines and wind energy resources. Translate into your target language for users of a similar website.</i></p> <p>TRANSLATION TO BEGIN HERE:</p> <p>How Wind Turbines Work</p> <p>Wind is a form of solar energy. Winds are caused by the uneven heating of the atmosphere by the sun, the irregularities of the earth's surface, and rotation of the earth. Wind flow patterns are modified by the earth's terrain, bodies of water, and vegetation. Humans use this wind flow, or motion energy, for many purposes: sailing, flying a kite, and even generating electricity.</p> <p>The terms <i>wind energy</i> or <i>wind power</i> describe the process by which the wind is used to generate mechanical power or electricity. Wind turbines convert the kinetic energy in the wind into mechanical power. This mechanical power can be used for specific tasks (such as grinding grain or pumping water) or a generator can convert this mechanical power into electricity.</p> <p>So how do wind turbines make electricity? Simply stated, a wind turbine works the opposite of a fan. Instead of using electricity to make wind, like a fan, wind turbines use wind to make electricity. The wind turns the blades, which spin a shaft, which connects to a generator and makes electricity.</p> <p>Types of Wind Turbines</p> <p>Modern wind turbines fall into two basic groups: the horizontal-axis variety and the vertical-axis design, like the eggbeater-style Darrieus model, named after its French inventor. Horizontal-axis wind turbines typically either have two or three blades. These three-bladed wind turbines are operated "upwind," with the blades facing into the wind.</p> <p>Sizes of Wind Turbines</p> <p>Utility-scale turbines range in size from 100 kilowatts to as large as several megawatts. Larger turbines are grouped together into wind farms, which provide bulk power to the electrical grid. Single small turbines, below 100 kilowatts, are used for homes, telecommunications dishes or water pumping. Small turbines are sometimes used in connection with diesel generators, batteries and photovoltaic systems. These systems are called hybrid wind systems and are typically used in remote, off-grid locations, where a connection to the utility grid is not available.</p> <p>Wind Energy Resource Potential</p> <p>Estimates of the wind resource are expressed in wind power classes ranging from Class 1 to Class 7, with each class representing a range of mean wind power density or equivalent mean speed at specified heights above the ground. Areas designated Class 4 or greater are suitable with advanced wind turbine technology under development today. Power Class 3 areas may be suitable for future technology. Class 2 areas are marginal and Class 1 areas are unsuitable for wind energy development.</p>
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40	Because techniques of wind resource assessment have improved greatly in recent years, work began in 2000 to update the U.S. wind atlas. The work will produce regional-scale maps of the wind resource with resolution down to one square kilometer. The new atlas will take advantage of modern techniques for mapping.
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Step 2 Translate the following sentences

L1: Wind is a form of solar energy.

L3-4: Wind flow patterns are modified by the earth's terrain, bodies of water, and vegetation.

L4-5: Humans use this wind flow, or motion power, for many purposes: sailing, flying a kite, and even generating electricity.

L6-7: The terms *wind energy* or *wind power* describe the process by which the wind is used to generate mechanical power or electricity.

L7-8: Wind turbines convert the kinetic energy in the wind into mechanical power.

L16-8: Modern wind turbines fall into two basic groups: the horizontal-axis variety and the vertical-axis design, like the eggbeater-style Darrieus model, named after its French inventor.

L22-4: Utility-scale turbines range in size from 100 kilowatts to as large as several megawatts. Larger turbines are grouped together into wind farms, which provide bulk power to the electrical grid.

Step 3 Compare your answers with the translations below

L1: 風是一種太陽能。

L3-4: 風的流動模式受地勢、水體及植被的影響而發生變化。

L4-5: 人類將這「風的流動」, 即「動能」, 作很多用途: 航船, 放風箏, 甚至發電。

L6-7: 「風能」或「風力」這兩個名稱指用以產生機械力或發電的風的功能。

L7-8: 風力渦輪機將風的動能轉化成機械動力。

L16-8: 現代的風力渦輪機有兩大類: 橫軸式和直軸式, 如形似打蛋器的達裏猶型[渦輪機], 就是以發明它的法國人達裏猶 (Darrieus)名字命名的。

L22-4: 實用規模的[風力]渦輪機, 其大小由十萬瓦到高達幾百萬瓦不等。大型渦輪機組合在一起, 成為風力發電場, 為電網提供大量電力。

Step 4 Evaluate both the given translations and your own against the above marking criteria

Use either the marking criteria (pp.11-2) or the mark sheet (p.13) in *Diploma in Translation: Handbook and Advice to Candidates* to evaluate your translation.

Practice 3 UNIT 02B: BUSINESS

Step 1 Read the following paper:

	<p>UNIT 02B: BUSINESS</p> <p><i>For information only, not to be translated: The following edited extract is from an article by Gráinne Gilmore published in the business section of The Times in July 2008. It comments on the rising cost of groceries and its overall impact on the UK economy. Translate into your target language for inclusion in a compendium of articles on business trends.</i></p> <p>Families feel the strain as cost of groceries soars</p> <p>TRANSLATION TO BEGIN HERE:</p> <p>Fears over inflation grew further yesterday as manufacturers raised their prices at the fastest pace for at least two decades. Factory gate prices rose by an annual rate of 10% in June, as manufacturers grappled with the biggest jump in the cost of their raw materials since 1986.</p>
5	<p>Input costs rose by 2.3% in June, pushing the annual increase to 30.3%, reflecting the spiralling costs of oil and commodities.</p>
10	<p>Core price inflation, which excludes food, beverages, tobacco and petrol, rose by 6.4% in the year to June, up from 5.9%, raising concerns that soaring oil prices may be causing second-round inflationary effects. This will pose an even deeper dilemma for the Bank of England.</p>
	<p>Spiralling food prices have pushed the cost of a family's weekly shop up by nearly £1,100 a year, new figures reveal.</p>
15	<p>The price of staple groceries has risen by more than a fifth since July last year as food producers deal with soaring wheat, rice and energy costs.</p>
	<p>The figures highlight the increasing strain on consumers. Despite a surge in high street sales in May as people replenished their summer wardrobes, like-for-like retail sales fell by 0.03% in the three months to June, pushing the annual decrease to 0.4%, according to figures from the British Retail Consortium (BRC).</p>
20	<p>Despite higher food prices, like-for-like sales of food and drink rose, although the BRC said this was partly because of suppressed sales in June last year, the wettest June on record. Retailers reported that more shoppers were opting for value ranges and special offers last month, while the drier weather also boosted sales of barbecue foods, ice-cream and soft drinks.</p>
25	<p>The gloomy retail figures will heighten fears that the country could be heading for a recession, defined as two consecutive quarters of negative growth.</p>
30	<p>Philip Shaw, an economist at Investec, said: "If sales are only held up by essential items such as food, this indicates a noticeable weakening in discretionary spending. It also raises the prospect that, once the good weather ends, there could be further slowdown in overall retail sales. This will worry the Bank of England as retail sales account for about 30% of household consumption, which accounts for two thirds of GDP."</p>
	<p>GDP, the measure of economic growth, rose by just 0.3% in the first three months of the year, and economists now forecast that if the country avoids recession in the</p>

35	<p>second half of the year it will be by only the narrowest of margins.</p> <p>But hopes of a cut in interest rates by the Bank of England to boost the flagging economy are likely to be further dented by fears over inflation.</p>
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Step 2 Translate the following sentences

L1-2: Fears over inflation grew further yesterday as manufacturers raised their prices at the fastest pace for at least two decades.

L2-4: Factory gate prices rose by an annual rate of 10% in June, as manufacturers grappled with the biggest jump in the cost of their raw materials since 1986.

L9-10: This will pose an even deeper dilemma for the Bank of England.

L15-8: Despite a surge in high street sales in May as people replenished their summer wardrobes, like-for-like retail sales fell by 0.03% in the three months to June, pushing the annual decrease to 0.4%, according to figures from the British Retail Consortium (BRC).

L35-6: But hopes of a cut in interest rates by the Bank of England to boost the flagging economy are likely to be further dented by fears over inflation.

Step 3 Compare your answers with the translations below

L1-2: 昨天因製造商調升物價的急速步伐是過去二十年來未曾見過的，社會各界對通脹的隱憂進一步加深。

L2-4: 六月份的產品出廠價以年率計算上升百分之十，皆因製造商亦面對原材料成本價自一九八六年來最大幅度的上漲。

L9-10: 這將會加深英國銀行進退兩難的困境。

L15-8: 跟據英國零售商聯盟 (British Retail Consortium, BRC) 的數據顯示，儘管市面商店五月份的銷售額因市民 [要] 添置夏季衣物而提升，六月以前的三個月，同類貨品銷售額卻下跌萬份之三 (0.03%)，以年率計算相等於下跌千份之四 (0.4%)。

L35-6: [社會各界]對英國中央銀行以減息來速進不振經濟的憧憬，看來又被通脹隱慮進一步削弱。

Step 4 Evaluate both the given translations and your own against the above marking criteria

Use either the marking criteria (pp.11-2) or the mark sheet (p.13) in *Diploma in Translation: Handbook and Advice to Candidates* to evaluate your translation.

Practice 4 UNIT 02C: LITERATURE

Step 1 Read the following paper:

	<p>UNIT 02C: LITERATURE</p> <p><i>For information only, not to be translated: The following passage is taken from Sarah Emily Miano’s scrapbook-style novel Encyclopaedia of Snow, featuring the Guerriri family and first published in 2003. The scene is a family wedding in Buffalo, New York State, and the narrator is a fourteen-year-old girl. Translate into your target language for publication in an anthology of literature written by women.</i></p> <p>Deaths and entrances</p> <p>TRANSLATION TO BEGIN HERE:</p> <p>5 While everyone waited for the ceremony to begin – giving sideways hellos and trading fidgeting babies – my eyes scanned the white nuptial carpet from the candlelit altar all the way back to the double doors, which usually opened out into the stained city street, but had just been shut by two solemn-faced boys. That’s where they would make their entrance, I thought, as I surveyed the back of the church. None of the wedding party were gathered in the back like I suspected they might be, only the altar boys who were now coming forward along the aisle dividing the bride’s and groom’s families – a prelude to the choir – whose presence made me feel secure in the cosy confines.</p> <p>10 I waited for the hush to sweep the crowd. Once they were quiet, I knew the bride would make her entrance and I was anxious to see her. This was the first time the Guerriris would ever see Valeria, who somehow coaxed Tony into settling down. That wasn’t the reason I was eager to see her though. I wanted to see what sort of dress she’d wear, full or slinky, what kind of headpiece she’d chosen, a tiara or a wreath, what type of bouquet she’d hold, white lilies or fresh-picked daisies. I</p> <p>15 wondered what style of dress I might wear when I got married, or if I would ever find someone I loved, and what he would look like. I wondered if he might even turn out to be Corey.</p> <p>20 Surreptitiously, I glanced at him. His arms were stretched behind him as he attempted to wiggle out of the tiny suit jacket. It must have been caught on his watch because it wasn’t coming off. Mama reached across to help; then, when the tugging was over and the jacket was off, he sat there slumped in a paper-thin, white shirt. Obviously he didn’t know to wear a T-shirt underneath, or anti-perspirant. His nipples poked from beneath the shirt; and when he lifted his arm to drape it behind me, he</p> <p>25 had two wet rings circling his armpits all the way down to his mid-torso. I was mortified! Flushed, I looked away with the answer to my question.</p> <p>30 The choir of twelve began singing and one of the men sang in a baritone that made me swoon. I closed my eyes and breathed in the smell of incense. I wrapped my arms around my front, clutching my sides, as the harpist caressed her strings. Off to the right the organ player swayed on his bench. It was the most heart-pumping rendition of “Ave Maria” that I’d ever heard. It surprised me how happy I could be, sitting uncomfortably in the rigid pew and not talking to Corey much.</p>
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Step 2 Translate the following sentences

L1-4: While everyone waited for the ceremony to begin – giving sideways hellos and trading fidgeting babies – my eyes scanned the white nuptial carpet from the candlelit altar all the way back to the double doors, which usually opened out into the stained city street, but had just been shut by two solemn-faced boys.

L6-9: None of the wedding party were gathered in the back like I suspected they might be, only the altar boys who were now coming forward along the aisle dividing the bride's and groom's families – a prelude to the choir – whose presence made me feel secure in the cosy confines.

L10: I waited for the hush to sweep the crowd.

L21-2: Mama reached across to help; then, when the tugging was over and the jacket was off, he sat there slumped in a paper-thin, white shirt.

L23-5: His nipples poked from beneath the shirt; and when he lifted his arm to drape it behind me, he had two wet rings circling his armpits all the way down to his mid-torso.

L27-8: The choir of twelve began singing and one of the men sang in a baritone that made me swoon.

L30-1: It was the most heart-pumping rendition of "Ave Maria" that I'd ever heard.

Step 3 Compare your answers with the translations below

L1-4: 當所有人都在等待儀式開始, 互相問候和安撫著坐立不安的小孩時 — 我掃視著那婚禮用的白地毯, 從燭光照亮的祭壇伸展到那度慣常開向骯髒大街的雙層門。那度門剛被兩個一臉莊嚴的男孩關上。

L6-9: 參與婚禮的人並沒有如我想象的結集在後面, 只有負責祭壇的男孩沿著廊道走過來, 把男女兩家親友分隔開來 — 是詩班演唱的前奏 — 他們的出現令我在這個小地方感到安心。

L10: 我等待著群眾安靜下來。

L21-2: 媽媽伸手過來幫忙, 當所有拉扯完畢, 外套終於被脫去, 他重重地跌坐下來, 身上只穿著一件如紙般薄的襯衫。

L23-5: 在恤衫下隱約可見他凸起的乳頭。當他提起手臂繞過我背後時, 他腋下到近腰間露出兩個大水印。

L27-8: 那隊十二人的詩班開始唱詠, 我完全被其中一個男中音的聲線迷倒了。

L30-1: 這是我聽過最扣人心弦的「聖瑪利亞」(Ave Maria) 演奏本。

Step 4 Evaluate both the given translations and your own against the above marking criteria

Use either the marking criteria (pp.11-2) or the mark sheet (p.13) in *Diploma in Translation: Handbook and Advice to Candidates* to evaluate your translation.

Practice 5 UNIT 03D: SCIENCE

Step 1 Read the following paper:

	<p>UNIT 03D: SCIENCE</p> <p><i>For information only, not to be translated: The following extract, taken from the website of Science@NASA (2003), deals with the science of producing purer glass, which may have important applications in medicine and fibre optics. Translate into your target language for users of a similar website.</i></p> <p>Glass from Space</p> <p>TRANSLATION TO BEGIN HERE:</p> <p>It's easy: mix together some materials like sand, limestone and soda. Heat them above 2000o F. Then cool the incandescent liquid carefully so that crystals cannot form. That's how you make glass.</p>
5	<p>Craftsmen on Earth have followed this basic recipe for millennia. It works. "Now we know it works even better in space," says glass and ceramics expert Delbert Day, who has been experimenting with glass melts on space shuttles over the past twenty years. Day is the Curators' Professor Emeritus of Ceramic Engineering at the University of Missouri-Rolla.</p>
10	<p>Going into those first experiments, he says, he expected to end up with a purer glass. That's because on Earth, the melts – the molten liquid from which glass is formed – must be held in some kind of container. That's a problem. "At high temperatures," says Day, "these glass melts are very corrosive toward any known container." As the melt attacks and dissolves the crucible, the melt – and thus the glass – becomes contaminated.</p>
15	<p>In microgravity, though, you don't need a container. In Day's initial experiments, the melt – a molten droplet about 1/4 inch in diameter – was held in place inside a hot furnace simply by the pressure of sound waves emitted by an acoustic levitator.</p>
20	<p>With that acoustic levitator, explains Day, "we could melt and cool and melt and cool a molten droplet without letting it touch anything." As Day had hoped, containerless 20 processing produced a better glass. To his surprise, though, the glass was of even higher quality than theory had predicted.</p>
25	<p>For windows silica is just fine. But glass made from other chemical compositions offers panoply of unexpected properties. For example, there are "bioactive glasses" that can be used to repair human bones. These glasses eventually dissolve when 25 their work is done. On the other hand, Day has developed glasses which are so insoluble in the body that they are being used to treat cancer by delivering high doses of radiation directly to a tumor site.</p>
30	<p>Another example: glass made of metal can be remarkably strong and corrosionresistant. And you don't need to machine it into the precise, intricate shapes needed, 30 say, for a motor. You can just mold or cast it.</p>
35	<p>Also intriguing to space researchers is fluoride glass. A blend of zirconium, barium, lanthanum, sodium and aluminum, this type of glass (also known as "ZBLAN") is a hundred times more transparent than silica-based glass. It would be exceptional for fiber optics. A fluoride fiber would be so transparent, says Day, that light shone into 35 one end, say, in New York City, could be seen at the other end as far away as Paris.</p>

Step 2 Translate the following sentences

L1-3: It's easy: mix together some materials like sand, limestone and soda. Then cool the incandescent liquid carefully so that crystals cannot form.

L4-8: "Now we know it works even better in space," says glass and ceramics expert Delbert Day, who has been experimenting with glass melts on space shuttles over the past twenty years. Day is the Curators' Professor Emeritus of Ceramic Engineering at the University of Missouri-Rolla.

L9-10: Going into those first experiments, he says, he expected to end up with a purer glass.

L11-14: "At high temperatures," says Day, "these glass melts are very corrosive toward any known container." As the melt attacks and dissolves the crucible, the melt – and thus the glass – becomes contaminated.

L15: In microgravity, though, you don't need a container.

L22: For windows silica is just fine.

Step 3 Compare your answers with the translations below

L1-3: [玻璃]製造過程很簡單：只需將一些物料如沙粒,石灰岩,碳酸鈉等混合起來,然后小心地讓熾熱的液體冷卻,防止溶液結成精體。

L4-8: 玻璃及陶瓷專家達爾貝特·戴 (Delbert Day) 則說：「現在,我們知到在太空製造玻璃的效果更好。」他在過去二十年當中一直在航天飛機上從事對玻璃溶化物的研究。戴教授是密蘇里大學羅拉分 (University of Missouri-Rolla) 校董事會特聘陶瓷工程學榮譽退休教授。

L9-10: 他說：「進行那些初期實驗時,希望最終能製造出更純的玻璃。」

L11-14: 「在高溫下,」戴教授說,「這些玻璃溶液對任何一種已知容器都具腐蝕性。」溶液會腐蝕,溶化熔爐,因而使溶液 — 也使玻璃 — 受到污染。

L15: 然而,在微重力下,容器是用不著的。

L22: 製作窗戶,使用二氧化硅即已足夠。

Step 4 Evaluate both the given translations and your own against the above marking criteria

Use either the marking criteria (pp.11-2) or the mark sheet (p.13) in *Diploma in Translation: Handbook and Advice to Candidates* to evaluate your translation.

Practice 6 UNIT 03E: SOCIAL SCIENCE

Step 1 Read the following paper:

	<p>UNIT 03E: SOCIAL SCIENCE</p> <p><i>For information only, not to be translated: The following passage is an edited extract from an article first published in The Economist in June 2008. It discusses the status and prospects of a stateless minority: the Roma. Translate into your target language for a current affairs magazine discussing recent developments in civil liberties in major European countries.</i></p> <p>Bottom of the heap</p> <p>TRANSLATION TO BEGIN HERE:</p> <p>For the millions of Europeans – estimates range between 4m and 12m – loosely labelled as Roma or Gypsies, life is being corralled into settlements that put them physically and psychologically at the edge of mainstream existence, with the gap between them and modernity growing rather than shrinking. The statistics are shocking: a UNICEF report released in 2005 said that 84% of Roma in Bulgaria, 88% in Romania and 91% in Hungary lived below the poverty line. Perhaps even more shocking is the lack of a more detailed picture. Official indifference and Roma reluctance mean that data on life expectancy, infant mortality, employment and literacy rates are sparse. Yet all are deplorably lower than those of mainstream society.</p> <p>The most conspicuous problem for the Roma is lack of education, which keeps them out of jobs. Others include hostility from the majority population, apathy in officialdom, dreadful public services and infrastructure, and a pervasive feeling of hopelessness. It is hardly surprising that many tens of thousands of Roma have moved west in search of a better life. But if they did not fit in well at home, they adjust even worse to life in western Europe. Begging on the street, for example, often with young children, scandalises the citizenry, as do Roma encampments in public spaces such as parks or road junctions. West Europeans also tend to believe that Roma migrants are responsible for an epidemic of pickpocketing, shoplifting, mugging – and worse. In Italy, public patience snapped earlier this year after reports of gruesome muggings, rapes and the alleged stealing of a baby. Coupled with some incendiary statements by the incoming right-of-centre government, they were enough to provoke something close to an anti-Roma pogrom in May in Naples and other cities. Rioters burned Roma caravans and huts; the authorities followed up with arrests and deportations.</p> <p>Europe is supposedly in the middle of a “Decade of Roma Inclusion”, launched in 2005 when the governments of countries with big Roma populations agreed to close the gap in education, employment, health and housing. Fully €11 billion is available from the EU’s social fund, with a further €23 billion earmarked from the regional development fund in coming years. Yet the main effect so far has been to create a well-paid elite of Roma lobbying outfits, fluent in bureaucratic jargon, adept at organising seminars and conferences and nobbling decision-makers. It has had little effect on the lives of the Roma themselves. As the Open Society Institute, funded by George Soros, a billionaire philanthropist, says in a recent report, most governments see the answer to the Roma problem in terms of “sporadic measures” rather than coherent policies. An official in Brussels says: “We don’t lack the laws and we don’t lack the money. The problem is political will.”</p>
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Step 2 Translate the following two paragraphs

L1-10: For the millions of Europeans – estimates range between 4m and 12m – loosely labelled as Roma or Gypsies, life is being corralled into settlements that put them physically and psychologically at the edge of mainstream existence, with the gap between them and modernity growing rather than shrinking. The statistics are shocking: a UNICEF report released in 2005 said that 84% of Roma in Bulgaria, 88% in Romania and 91% in Hungary lived below the poverty line. Perhaps even more shocking is the lack of a more detailed picture. Official indifference and Roma reluctance mean that data on life expectancy, infant mortality, employment and literacy rates are sparse. Yet all are deplorably lower than those of mainstream society.

L26-32: Europe is supposedly in the middle of a “Decade of Roma Inclusion”, launched in 2005 when the governments of countries with big Roma populations agreed to close the gap in education, employment, health and housing. Fully €11 billion is available from the EU’s social fund, with a further €23 billion earmarked from the regional development fund in coming years. Yet the main effect so far has been to create a well-paid elite of Roma lobbying outfits, fluent in bureaucratic jargon, adept at organizing seminars and conferences and nobbling decision-makers.

Step 3 Compare your answers with the translations below

L1-10: 在數百萬歐洲人中 — 據估計，大約有四百萬到一千二百萬的歐洲人 — 可籠統地歸類為羅姆人(Roma)或吉卜賽人(Gypsies)。對於這些人來說，他們的生活就被困於使他們身心游離在主流邊沿的居留地上。他們與社會之間的隔閡不但沒有縮小，反而日益擴大。統計數字令人吃驚：聯合國兒童基金會組織 (UNICEF) 在 2005 年公佈的一份報告中指出，百份之八十四住在保加利亞 (Bulgaria) 的羅姆人，百份之八十八住在羅馬利亞 (Romania) 的羅姆人，及百份之九十住在匈牙利 (Hungary) 的羅姆人生活在貧困線以下。或許，更令人震驚的是缺乏較為詳盡的報導。官方的漠視和羅姆人無意合作意味著在預期壽命、嬰兒死亡率、就業率以及文盲率的數據少得可憐。但所有現存的數據均遠遠低於主流[的數據]。

L26-32: 歐洲據稱正處於在 2005 年時推出的「接納羅姆人十年」[計劃]的中期，當時那些有較多羅姆人聚居的國家政府答應縮窄羅姆人與本土居民在教育，就業，健康和房屋等方面的距離。在歐盟社會基金中至少有一百一十億歐元專用於此項上，在未來幾年內歐盟地區發展基金更會為此撥出二百萬歐元。但是，至今[所見]的成效只是創造了一群懂得跟羅姆人拉關係的優薪精英。他們操得一口流利官腔，擅長組織研討會及會議，並善於攏絡決策者。

Step 4 Evaluate both the given translations and your own against the above marking criteria

Use either the marking criteria (pp.11-2) or the mark sheet (p.13) in *Diploma in Translation: Handbook and Advice to Candidates* to evaluate your translation.

Practice 7 UNIT 03F: LAW

Step 1 Read the following paper:

	<p>UNIT 03F: LAW</p> <p><i>For information only, not to be translated: The following piece by Andrew Mimmack, on the theme of topical issues in sentencing, is an edited extract from an article published in the magazine Magistrate in November 2007. Translate into your target language to appear in a similar publication.</i></p> <p>Previous convictions</p> <p>TRANSLATION TO BEGIN HERE:</p> <p>One of the most important pieces of information needed by the court when making almost any decision other than guilt or innocence is the list of previous convictions recorded against the accused person. This is partly on the basis that the best predictor of what an individual will do in the future is what he has done in the past.</p> <p>5 The Secretary of State is required by the Police and Criminal Evidence Act to make provision by regulations for recording, in national police records, convictions and cautions for such offences as are specified.</p> <p>10 'Pre-cons' have their limitations in that they usually contain no detail about the circumstances of the offence leading to the conviction or caution. And, as with all types of public record, they are only as good as the police force responsible for updating the records. It is not unusual to find lists of convictions which are weeks, or even months, out of date.</p> <p>15 It may be helpful to look at some of the situations where Parliament has expressly required the court to take previous convictions into account.</p> <p>20</p> <ul style="list-style-type: none">▪ The Bail Act obliges any court making a decision on whether or not one of the exceptions to the right to bail applies, to have regard to the character and antecedents of the accused person. Here the previous convictions may be relevant in two ways: firstly, in indicating whether you are dealing with an habitual offender, who is likely to carry on offending come what may; and▪ The Criminal Justice Act 2003 requires a sentencing court, when considering the seriousness of an offence, to treat each previous conviction as an aggravating factor if it is reasonable to do so, taking into account the nature of the offence leading to the conviction and the time that has elapsed. <p>25</p> <p>When prosecutors should refer to the record</p> <p>30 In addition to these general provisions, there are a number of specific situations where the existence of previous convictions will have a radical effect on the court's powers. Obvious examples are the third time burglar, who must, in the absence of 'particular circumstances', receive at least a three-year sentence, and restrictions on the power to grant bail in a case carrying a life sentence.</p> <p>35 In both cases, it is the role of the prosecutor to draw the pre-cons to the court's attention and, if necessary, to point out any salient features, such as offences committed while on bail or offences committed during the 'at risk' period following release from a custodial sentence. They should not, however, refer to convictions of an entirely different nature from the current offence or relevant convictions which are more than five years old, unless there are several of them.</p>
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Step 2 Translate the following sentences

L1-3: One of the most important pieces of information needed by the court when making almost any decision other than guilt or innocence is the list of previous convictions recorded against the accused person.

L5-7: The Secretary of State is required by the Police and Criminal Evidence Act to make provision by regulations for recording, in national police records, convictions and cautions for such offences as are specified.

L13-4: It may be helpful to look at some of the situations where Parliament has expressly required the court to take previous convictions into account.

L15-7: The Bail Act obliges any court making a decision on whether or not one of the exceptions to the right to bail applies, to have regard to the character and antecedents of the accused person.

L22-5: The Criminal Justice Act 2003 requires a sentencing court, when considering the seriousness of an offence, to treat each previous conviction as an aggravating factor if it is reasonable to do so, taking into account the nature of the offence leading to the conviction and the time that has elapsed.

Step 3 Compare your answers with the translations below

L1-3: 除判斷被告有罪或無辜以外，法庭作出任何判決時所需要的最重要資料是被告以往的犯罪紀錄。

L5-7: 根據《警務刑事證據條例》，英國國務大臣必須依章規定將所有罪行指控和警告記錄在國家警察紀錄冊內。

L13-4 查看一下英國國會一些已明確規定法庭必須考慮被告以往的犯罪紀錄的情況會有所幫助。

L15-7: 根據《保釋條例》，任何法庭決定採納任何豁免保釋權的條例是否適用前，必須考慮被告的品格和[其]以往的犯罪紀錄。

L22-5: 2003 年的《刑事司法條例》要求法庭在判刑考慮犯案的嚴重程度時，如合理的話，應將以往每次[疑犯]的判刑作為加強該案嚴重性的因素，亦須考慮犯案的性質和在多久以前發生。

Step 4 Evaluate both the given translations and your own against the above marking criteria

Use either the marking criteria (pp.11-2) or the mark sheet (p.13) in *Diploma in Translation: Handbook and Advice to Candidates* to evaluate your translation.

In conclusion

Candidates should read as widely as possible in such areas as improving writing skills, translation theory, grammar, and subject-related materials.