

PRESENCE OF AN INTERPRETER IN RSCDS EXAMINATIONS.

Examinations take place in locations where the primary language is not English.

Situations arise where the exam lesson is taught in the local language when

- candidates, tutors or musicians speak or understand little or no English
- volunteer dancers understand only the English for the technical phrases within SCD.

If one of the examiners is fluent in the language used in the examination, there will be no requirement for the presence of an interpreter. If this is not the case then the following are the suggested guidelines.

Unit 2 examination

An interpreter would

- explain the procedure to candidates, tutor or musician
- tell the candidates that they can “huddle” to confer before a candidate recaps.
- sit in with the examiners and the Unit 2 tutor during the feedback session to translate the examiners’ questions to the tutor, and the tutor’s to the examiners.

The candidates should recognise the titles of the dances, when they were announced by the examiners.

Unit 3 and Unit 5 examinations

An interpreter would

- sit between examiners and slightly behind, just out of earshot, but so that they could lean in if the examiners want to ask what the candidate had just said, especially if we thought there had been a deviation from the lesson plan.
- be invaluable in the feedback to the Unit 3 tutor, if they have minimal English.
- not be needed during the feedback if the tutor is fluent enough in English
- help in the provision of translated lesson plans into English.

At a residential course, as at St Andrews, if the examination is to be conducted in English, it is the responsibility of the tutor to train the candidate to teach with the minimum of English words, using only key phrases (the lesson often goes better like this) “You watch, I show, look 3rd position. Now you do!”

In courses where the primary language is not English, if the candidates are going to be teaching mainly to dancers in their own language group, candidates should be allowed to be examined in their own language and that judicious use of interpreters, as described above, should enable the examiners to make evidence-based decisions.