

CIOL Qualifications Level 6 Certificate in Translation

Qualification Number: 610/0823/0

Unit: Unit 01

Source Language: ENGLISH

Time allowed: 3 hours

Exam session: November 2023

Exam date: Wednesday 8 November 2023

Unit 01: General Translation Skills (H/650/2411)

Instructions to candidate:

Time allowed – 3 hours

CONTEXT: The following text looks at the importance of well-being at school and how educational establishments can ensure the welfare of their students. Translate into your target language for a general readership.

TEXT FOR TRANSLATION STARTS HERE:

Young people today spend a significant amount of their time at school, which helps to shape their future and provides the foundation for their intellectual and personal development. Every child has a basic right to an education and schools are places where children can learn, grow and prepare for adult life. It is therefore particularly important that children feel comfortable at school, and that all educational establishments ensure the well-being of their students.

Well-being incorporates mental and physical health, physical and emotional safety, plus a sense of purpose, achievement and success, and a feeling of belonging. Schools have a major role to play in students' well-being by supporting them in making healthy lifestyle choices and helping them to understand the impact of their decisions on their health and well-being. Childhood and adolescence are key stages in a person's life in which long-term attitudes towards personal well-being and lifestyle are developed. Schools can provide students with the skills to reflect critically on those choices and on how society influences their decisions, for instance, through peer pressure, advertising, social media, and family and cultural values.

Well-being and academic achievement are directly linked to one another. Physical activity improves learning and the ability to concentrate. Supportive relationships give students the emotional ability to explore new ideas and ways of thinking, which is crucial to academic achievement.

One of the challenges in ensuring well-being in schools is the fact that it is a multi-faceted concept. Each of the different factors involved in well-being must be addressed to some extent if schools are to succeed in their mission. Single interventions or activities are therefore likely to fail. A 'culture' of well-being is required throughout the school, involving the teaching and non-teaching staff, and this can be difficult to achieve in practice. At times, promoting well-being can conflict with other school priorities. Unduly high expectations, constant testing or the over-emphasis on the importance of academic achievement can have a detrimental effect on student well-being.

Furthermore, schools are often unable to make changes to school life because, for instance, their curricula, examinations and physical environments are determined by external bodies. In addition, there are a number of influences outside of school such as family life, local communities and social media that affect students and over which

schools have little to no control. It can also be extremely difficult for school staff to develop well-being in students when they themselves do not have a sense of it. Lack of well-being in the workplace is frequently associated with stress, which can be caused by an excessive workload, unhealthy professional relationships, including bullying, insufficient support and unclear responsibilities. Stress can result in demotivation and job dissatisfaction and can therefore affect the physical and mental health of staff, and indirectly that of students.

In conclusion, individual measures to ensure well-being at school should therefore be brought together under the umbrella of promoting well-being across the school as a whole. Addressing student well-being must always run in parallel to protecting that of teachers and other staff.

TEXT FOR TRANSLATION ENDS HERE