



## **Level 3 Award in**

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# **Introduction to Community Interpreting Skills**

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## **Specification**

QCA Accreditation Number: 500/7234/1

QCA Accreditation Start Date: 01/09/2009  
QCA Accreditation End Date: 31/08/2010  
QCA Certification End Date: 31/08/2013

## ASCENTIS' MISSION STATEMENT

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### **'Building Partnerships to Advance and Accredit Lifelong Learning for All.'**

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#### **About Ascentis**

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. OCNW was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- a National Awarding Body (NAB) approved by the Qualifications and Curriculum Authority (QCA)

and

- an Access Validating Agency (AVA) for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA)

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, starting at Entry Level basic skills or vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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## SPECIFICATION SUMMARY

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### Introduction

In Britain today there are many different linguistic communities from a diverse range of backgrounds. In many cases, members of these communities have a limited grasp of spoken English. Often, those in the community with stronger communication skills in English act as a bridge between these people and the wider community by helping them overcome the linguistic barriers and cultural differences they encounter on a daily basis where they are not proficient in spoken English.

This qualification equips learners that are speakers of other languages with the skills to be able to communicate simple messages about everyday matters across different languages.

The first unit gives learners an understanding of the role of a community interpreter and the responsibilities it carries; the second deals with how to communicate across different languages efficiently and effectively.

There are several features of this qualification that make it very appropriate for its target learners:

- Allows the learners to develop a good understanding of the role of a community interpreter and how to communicate messages across languages
- Lower level first unit makes the qualification more accessible
- Unit certification is available for each of the units
- Moderation and certification can be offered throughout the year, allowing maximum flexibility for centres.

### Specification Overview

Unit Number	Unit Title	Level	Credit Value
1	Preparing for Community Interpretation	2	3
2	Communicating Across Languages	3	4

Both units are mandatory. Unit certification is available for either unit of the qualification.

### Assessment and Moderation Arrangements

In order to achieve the full qualification, learners must achieve both the units.

Unit 1 is completed through the learner building up a portfolio of evidence made up of internally set assessment tasks that cover the assessment criteria within the unit.

Unit 2 is assessed through the completion of the externally set task set out within the specification. The task has been designed to cover all the assessment criteria within the unit. Tutors mark the learners' performance using the mark scheme provided.

Internal Moderation must take place within a centre followed by external moderation from Ascentis.

## BACKGROUND INFORMATION

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### Aims

The aims of this qualification are to enable learners:

- 1 To understand the role of the community interpreter
- 2 To understand how to prepare effectively for community interpreting
- 3 To communicate simple everyday messages between different languages

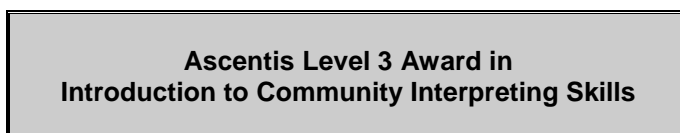
### Target Group

The programme is suitable for speakers of other languages with a good level of English that wish to act as a bridge between their community and the wider world. As community interpreter learners will enable people to access vital information about their rights, health, benefits and children.

### Award of the Qualification

This qualification is offered at Level 3.

To achieve the full award a learner must complete both mandatory units. The Certificate will state:



To successfully achieve a unit the learner must present evidence for all the assessment criteria of each unit or complete the externally set task. A unit certificate for Unit 1 will be awarded at Level 2.

### QCA Qualification Accreditation Number

500/7234/1

### QCA Qualification Accredited Units Numbers

Unit Title	Unit Number
Unit 01 Preparing for Community Interpretation	L/501/3983
Unit 02 Communicating Across Languages	D/501/3986

### Recommended Guided Learning Hours

60 guided learning hours are recommended for the full qualification: 20 guided learning hours for Unit 1, 40 guided learning hours for Unit 2.

### Recommended Prior Learning

There are no specific prior learning requirements. However the tutor must be assured that the learner will be able to cope with this level of study and is at a proficient level in at least two languages, one of which being English.

### Opportunities for Progression

The qualification could be used as a progression route to more specialised learning in languages and intercultural skills at Level 3 and 4.

### Restriction on Learner Entries

There are no restrictions on learner entries.

### Centre Approval and Registration

This qualification can only be offered by centres approved by Ascentis to run this qualification. Details of the centre approval process are available from the Ascentis office.

All learners must be registered within seven weeks of the course commencing, using the Student Information Record Sheet (SIRS). A copy of this form is found in the Foundation Information File and at [www.Ascentis.co.uk](http://www.Ascentis.co.uk) or is available from the Ascentis office.

### **Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues**

Throughout the delivery of this qualification it is expected that spiritual, moral, social and ethical issues will be encountered in relation to the material that is used for discussion and communicating messages across languages.

### **Sustainable Development, Health and Safety Considerations and European Developments**

Throughout the delivery of this qualification it is expected that these issues will be encountered in relation to the material that is used for discussion and communicating messages across languages.

### **Status in Wales and Northern Ireland**

This qualification is available in English only.

### **Mapping to National Occupational Standards**

This qualification is mapped in part to the CILT National Occupational Standards in Interpreting. The mapping can be found in Appendix 4 of this specification.

Please note that this qualification is at a lower level than that stipulated in the National Occupational Standards. The units of this qualification are at Level 2 and Level 3 whereas the minimum level for qualifications based on the National Occupational Standards is Level 4. This means the mapping is intended only to demonstrate where the qualification is working towards partially achieving the standard indicated in the National Occupational Standards.

### **Learners with Particular Assessment Requirements**

Ascentis has procedures in accordance with *The statutory regulation of external qualifications 2004* to ensure this qualification is accessible and does not disadvantage a learner with a particular need. Full details of this procedure are available within the Foundation Co-ordinator's Information File or through contacting the Ascentis office.

### **Appeals Procedure**

Ascentis has an appeals procedure in accordance with the common Code of Practice. Full details of this procedure, including how to make an application, are available within the Foundation Information File, at [Ascentis.co.uk](http://Ascentis.co.uk) or through contacting the Ascentis office.

## **ASSESSMENT AND MODERATION ARRANGEMENTS**

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### **Overview**

To achieve Unit 1 certificate, all assessment criteria within the unit must be evidenced within a portfolio of evidence. To achieve Unit 2 the learner must pass the externally set task, designed to cover all the assessment criteria, outlined within the unit. For the full qualification, learners must satisfy all the criteria for both mandatory units.

Internal and external moderation are a requirement for the units. On completion of the learners' evidence for either the individual units or the full award, the assessor is required to complete the Summary Record of Achievement for each learner. This form is provided as Appendix 1.

The centre must retain evidence for the assessments for 4 weeks after the date of moderation in case of appeal.

### **Internal Assessment**

Evidence for Unit 1 is generated through the building up of a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. This evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Assessed questions based around the theory learned on the programme and the practices and procedures in their own workplace
- Direct written responses to the assessment criteria
- Worksheets
- Video/audio recordings
- Completed observation record forms.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criteria is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

An example observation record form is found in Appendix 3.

### **External Assessment**

Unit 2 is assessed through completion of the externally set task outlined within the unit specification. The task has been designed to cover all the assessment criteria for the unit. The context of the activity can be determined by the tutor according to the needs and interest of the learners.

The tutor marks the task using the mark scheme provided on page 13. The learner will need to obtain a tick in every box in the 'pass' column to pass the unit.

The task may be re-attempted if the learner is not successful on the first occasion. The task remains the same, however, the context and exchanges must be changed.

A recording of the task and the completed mark scheme must be kept as evidence for internal and external moderation.

### **Internal Moderation**

Internal moderation is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal moderation of this programme will be co-ordinated by a named Foundation Co-ordinator at each centre, who will liaise with Ascentis. The Foundation Co-ordinator may also act as the Internal Moderator. Internal moderation will be carried out through standardisation activities including the internal moderation of 10% of portfolio evidence across all the groups of learners, to include all the assessors and the full range of units. It is the responsibility of Internal Moderators to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting assessors by offering advice and guidance.

The Ascentis Foundation Information File has copies of forms that can be used to record internal moderation activities, although centre-devised forms can also be used. Forms are also available on the Ascentis website: [Ascentis.co.uk](http://Ascentis.co.uk) .

Ascentis External Moderators will confirm the Internal Moderation activities at their visit.

### **External Moderation**

Accredited centres will normally be visited twice a year for external moderation. The focus of the external moderation visits will include:

- Staff development, including guidance and support for all assessors and internal moderators
- Moderation of a sample of the learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with standards across other centres
- Confirmation of coverage of all the assessment criteria and units needed for unit certification or the full award.

The centre must retain all evidence for four weeks after the moderation in case of appeal.

### **Knowledge, Understanding and Skills required of Assessors and Internal Moderators**

Tutors of this award should have a knowledge and understanding of the issues that are associated with community interpreting. They should ideally have relevant qualifications and practical experience relating to the course, e.g. a community interpreting qualification. They should also have a knowledge of the languages which they are working with.

Internal Moderators need to be competent assessors with knowledge of the requirements of the internal moderation process. Ascentis provides training events for internal moderators and any person new to this role would be advised to go on an Ascentis training event, or a similar event held in their own centre.

**UNIT SPECIFICATIONS**

**Unit 1 Preparing for Community Interpretation  
 Level 2**

**Introduction**

In this unit learners develop an understanding of the role of the community interpreter and where their work is usually required. They will examine the issues that must be considered before carrying out community interpreting work, including accents, register and cultural difference. Learners will also learn the importance of working within their own field of competence and how to support community interpreting work by carrying out sight translations.

This unit is assessed through a portfolio of evidence.

<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will</b>	<b>The learner can</b>
1 Understand the role of a community interpreter	1.1 Outline the role of a community interpreter 1.2 Explain the different forms of interpreting 1.3 Explain why it is important for a community interpreter to work within their own field of competence 1.4 Describe the principles of professional conduct for an community interpreter
2 Know the wider issues that must be considered when preparing for community interpreting	2.1 Identify cultural differences which may cause difficulties when communicating between different languages
3 Prepare effectively for community interpreting	3.1 Identify the subject matter and purpose of an assignment 3.2 Use preparation techniques to anticipate difficulties and vocabulary that may arise in an assignment 3.3 Research a brief in preparation for an assignment 3.4 Compile a glossary of terminology for an assignment
4 Understand how to support community interpreting work by carrying out the sight translation of documents	4.1 Carry out a sight translation according to the correct conventions

## Indicative content

### 1 **Understand the role of a community interpreter**

An understanding of the role of the community interpreter and the job that he/she is required to perform and the organisations which need this work to be carried out; a knowledge of the modes of consecutive, simultaneous and whispered (chuchotage) interpreting; the importance of the information you are communicating and the implications of getting it wrong; the need to act professionally by: disclosing any conflicts of interest; remaining impartial and keeping information confidential.

### 2 **Know the wider issues that must be considered when preparing for community interpreting**

Cultural differences such as: body language; directness; level of formality; regional accents and variations; idiomatic phrases/proverbs in the wider language.

### 3 **Prepare effectively for community interpreting**

A clear understanding of the task that is being presented and what is involved; second guessing the questions, answers and grammatical constructions that are likely to arise and preparing accordingly; researching a given subject fully to ensure a full understanding of what is being said and the vocabulary that is being used; research and compiling vocabulary specific to a task to aid performance and understanding.

### 4 **Understand how to support community interpreting work by carrying out the sight translation of documents**

Carry out an initial assessment of the document; prepare the document for sight translation if necessary within a reasonable time; sight translate the text with some attempt to reflect tone and intent of the source text.

**Unit 2 Communicating across languages**  
**Level 3**

**Introduction**

In this unit learners develop note-taking skills that will help them communicate a message between different languages confidently and accurately. Learners will learn to communicate messages between different languages in a confidence inspiring manner that accurately reflect the content and register of the original message.

This unit is assessed through the completion of an externally set task.

Learning outcomes	Assessment criteria
The learner will	The learner can
1 Develop note-taking techniques to aid the memory when communicating across languages	1.1 Use notes to support their memory when communicating across languages
2 Communicate simple exchanges of information consecutively between speakers of two different languages	2.1 Communicate simple messages across languages both into and out of his/her mother tongue 2.3 Deliver the message in a confident and clear tone 2.4 Reflect the register and tone of the source message in their delivery to a basic degree of accuracy 2.5 Convey simple cultural differences across languages

Indicative content
<p><b>1 Develop note-taking techniques to aid the memory when communicating across languages</b>                      Use of symbols, abbreviations, pictures to distance message from the language; correct size of note pad; correct techniques for using the note pad; the importance of developing techniques that suit the individual.</p> <p><b>2 Communicate simple exchanges of information consecutively between speakers of two different languages</b>                      Variation in structure and choice of word; avoidance of lead words such as 'so' and 'ok'; the need to talk in the first person; use of body language, facial expressions and intonation to convey confidence; coping skills to work round areas where there is a lack of clarity; the importance of a strong finish; when and how to ask for clarification.</p> <p>Learner should be able to deal with short exchanges with the interventions lasting no longer than 1-2 minutes in any direction. The topics covered should be familiar everyday topics such as:</p> <ul style="list-style-type: none"> <li>▪ Going to the doctor with a simple medical complaint</li> <li>▪ Requesting information on a familiar topic</li> <li>▪ Handling a minor complaint</li> <li>▪ Purchasing a product or service</li> <li>▪ Agreeing a time for a meeting or event.</li> </ul>

## External Task

### Take part in a simulated scenario where it is necessary to communicate across languages

This unit is assessed through the completion of this externally set task. This task has been designed to cover all of the assessment criteria in Unit 2. Tutors should also note that the preparatory work for this task could also be used to evidence the assessment criteria relating to Learning Outcome 3 in Unit 1.

Learners should be provided with a briefing for an assignment approximately one week before the assignment is to be carried out. Learners should use the week to research the topic of the assignment and prepare appropriately for the task.

Possible topics for the assignment include:

- A meeting with a doctor about a simple medical complaint (e.g. visiting the doctor with a stomach complaint)
- Requesting information on a topic (e.g. benefits, visas)
- Handling a minor complaint (e.g. taking a product back to a shop)
- Family matters (e.g. talking to a teacher at a parent's evening)
- Agreeing a time for a meeting or event (e.g. arranging a consultation at the job centre).

On the day of the assignment two people will be needed to carry out the role of the English speaker and the non-English speaker. The learner will need them to help communicate across languages by transferring their questions and answers into the different languages.

There should be approximately 4 interventions in each direction. Each intervention should last approximately 1-2 minutes. The meeting should not be scripted in detail so that the exchanges are natural and the two speakers should respond to what the learner has said, not what they are expecting the other speaker to say.

Each assessment should be recorded and kept for the purposes of moderation. The assessor should mark the learner's performance using the mark scheme provided on page 13.

An example of a scenario and the type of exchanges expected for task is available in Appendix 5.

**Mark Scheme**

**Unit 2 Communicating Across Languages External Task**

<b>Pass</b>		<b>Did Not Achieve</b>	
The learner uses notes and/or symbols to support his/her performance with only occasional omissions.	<input type="checkbox"/>	The learner is unable to produce notes that support performance, in some cases they confuse the learner and distort the message.	<input type="checkbox"/>
The learner communicates the message smoothly across languages. There maybe some hesitations and small pauses but they do not detract from the overall performance.	<input type="checkbox"/>	The learner's delivery is disjointed and often unclear. There are several hesitations and poorly constructed phrases that undermine the customer's confidence in the performance.	<input type="checkbox"/>
There are one or two minor inaccuracies in the message but they do not lead to confusion. When clarification is required the learner asks appropriately phrased questions at the appropriate point.	<input type="checkbox"/>	The learner makes more than one error that severely confuses the exchange. There are too self-corrections that interrupt the message. Clarification is sought at inappropriate points and phrased inappropriately.	<input type="checkbox"/>
The register of the original intervention is on the whole reflected in the learner's message. The learner is capable of dealing with/working around most basic cultural differences as they arise.	<input type="checkbox"/>	The learner changes the register of the original intervention in his/her message so that it distorts what it is said. Basic cultural differences cause confusion on more than one occasion	<input type="checkbox"/>
The learner finishes his/her message on most occasions in a way that makes it clear that they have finished speaking.	<input type="checkbox"/>	The learner's messages in many cases trail off leaving the customer anticipating that there is more to be said.	<input type="checkbox"/>
The learner uses body language that inspires confidence in the customer.	<input type="checkbox"/>	The learner appears visibly unsure of what he/she is saying in a way that undermines his/her performance.	<input type="checkbox"/>

**The candidate must achieve a tick in all of the 'Pass' boxes for an overall Pass**

Candidate Name \_\_\_\_\_

Tutor Name \_\_\_\_\_

Tutor Signature \_\_\_\_\_

Date of Assessment \_\_\_\_\_

## APPENDIX 1

### Summary Record of Achievement

Learner Name \_\_\_\_\_

	Date completed	Form of Assessment	Assessor Signature	Internal Moderator Signature (if sampled)
Unit 1				
Unit 2				

Learner signature \_\_\_\_\_

Assessor signature \_\_\_\_\_

#### Units Claimed

Unit 1	Unit 2

## APPENDIX 2

### Tracking Sheet

#### Unit 1 Preparing for Community Interpretation

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Outline the role of a community interpreter				
1.2 Explain the different forms of interpreting				
1.3 Explain why it is important for a community interpreter to work within their own field of competence				
1.4 Describe the principles of professional conduct for an community interpreter				
2.1 Identify cultural differences which may cause difficulties when communicating between different languages				
3.1 Identify the subject matter and purpose of an assignment				
3.2 Use preparation techniques to anticipate difficulties and vocabulary that may arise in an assignment				
3.3 Research a brief in preparation for an assignment				
3.4 Compile a glossary of terminology for an assignment				
4.1 Carry out a sight translation according to the correct conventions				

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Learner signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 3

### Observation Record

Learner name \_\_\_\_\_ Unit number \_\_\_\_\_

Criteria assessed through observation (give assessment criteria number)

What the candidate had to do

Assessor's comments on candidate performance

The above evidence has been assessed against the standards and judged for validity, authenticity and reliability.

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Moderator (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 4

### Mapping of Ascentis Level 3 Award in Preparation for Community Interpreting to the CILT National Occupational Standards in Interpreting

Please note that this qualification is at a lower level than that stipulated in the National Occupational Standards. The units of this qualification are at Level 2 and Level 3 whereas the minimum level for qualifications based on the National Occupational Standards is Level 4. This means the mapping is intended only to demonstrate where the qualification is working towards partly achieving the standard indicated in the National Occupational Standards.

Ascentis Assessment Criteria	CILT National Occupational Standards in Interpreting
<b>Unit 1</b>	
1.1 Outline the role of a community interpreter	Unit A1 – K2
1.2 Explain the different forms of interpretation	Unit A1 – PC1, K4
1.3 Explain why it is important for a community interpreter to work within their own field of competence	Unit A1 – PC2
1.4 Describe the principles of professional conduct for a community interpreter	Unit A1 – K7
2.1 Identify cultural differences which may cause difficulties when communicating between different languages	Unit A1 – K3
3.1 Identify the subject matter and purpose of an assignment	Unit A1 – PC1
3.2 Use preparation techniques to anticipate difficulties and vocabulary that may arise in an assignment	Unit A1 – K5, K6
3.3 Research a brief in preparation for an assignment	Unit A1 – PC7, K5, K6, K11
3.4 Compile a glossary of terminology for an assignment	Unit A1 – PC8, K10
4.1 Carry out a sight translation according to the correct conventions	Unit E1 – PC1, PC2, K1, K4
<b>Unit 2</b>	
1.1 Use notes to support their memory when communicating across languages	Unit C1 – PC13, K11
2.1 Communicate simple messages across languages both into and out of their mother tongue	Unit C1 – PC1, PC2, K1
2.3 Inspire confidence in their delivery of the message	Unit C1 – PC4
2.4 Attempt to reflect the register and tone of the source message in their delivery	Unit C1 - PC4, K3
2.5 Convey simple cultural differences across languages	Unit C1 – PC4, K3

## APPENDIX 5

### Sample Scenario and Exchanges for the External Task

#### Example scenario

You have been asked to accompany a family friend to their child's parent's evening at your local school. Your friend is concerned that their child has been underperforming recently and would like to find out more.

#### Example exchange

- Teacher: Good evening Mr Ahmed. Thank you for coming along this evening to talk to me about Yasir. On the whole he has been doing fairly well this year. Your son is obviously very bright and seems to have a natural ability for maths and science. Unfortunately as I mentioned in the letter I sent home to you recently things have begun to slip in the past couple of weeks.
- Mr Ahmed: Good evening Mr Lawrenson. I am glad to be able to come here tonight and talk through Yasir's progress with you. Thank you very much for the letter you sent me. What you said in the letter has made me and my wife very concerned. As you have just said, it is clear that Yasir is a bright boy and we want him to do well in his academic studies and hopefully go to university. In your letter you said that Yasir has started to become disruptive in class and difficult to control. Do you have any idea why this may have started? We can't understand why as things have been continuing as normal at home.
- Teacher: I am not really sure what has brought this behaviour about, but I have one or two theories. Firstly, he has found himself two new friends, Micheal and Razwan. When the three of them get together they tend to wind each other up as boys do when they are together. Also Yasir seems to have been quite tired lately in class which seems to be affecting his concentration. Has Yasir been very busy outside of school lately?
- Mr Ahmed: Yes Yasir is quite busy out of school. He is a member of the local swimming team and he recently got moved into the top group, so he has had to start training lots in the mornings and at weekends. I haven't heard Yasir mention the names Micheal and Razwan before. Are these boys in the same class as Yasir?
- Teacher: Yes they are all in the same class. They were all sitting together, but in the past couple of weeks I have separated them. That worked initially, but as they are all still in the same room it has only had a small affect.
- Mr Ahmed: So what do you suggest that we do then? Can we split the boys up into different classes?
- Teacher: Well I think in the first instance I could suggest that Yasir cuts back a little bit on the amount of swimming training he is doing. This might help him concentrate better. If that doesn't work then we could look at moving the boys into different classes, but I am hesitant to do this as it would cause considerable disruption.
- Mr Ahmed: That sounds like a reasonable solution to me. Yasir loves his swimming so if we cut back on that it might be an incentive for him to improve his behaviour. We will try to support you as much as we can on this matter. Please keep us regularly updated and let us know if there is anything more we can do.
- Teacher: I will do Mr Ahmed. Thank you very much for you support. Please don't worry too much, I am sure we can sort this problem out between us. Good bye!
- Mr Ahmed: Good bye!