

H2 翻译 (华文) 课程标准

TRANSLATION (CHINESE) TEACHING AND LEARNING SYLLABUS

PRE-UNIVERSITY
HIGHER 2

Implementation starting with
2021 Pre-University One Cohort



Ministry of Education
SINGAPORE

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第一章 课程总论

作为教学科目的翻译

选修条件

课程目标

学习成果

引导性问题



作为教学科目的翻译

“每一门语言代表的都是一个完整的世界。没有了翻译，我们就犹如居住在近乎沉默的教区。”

-乔治斯坦纳《巴别塔之后》，1975

翻译是将文本从源语转换成译语的一个过程。这个过程包括一系列复杂的步骤与阶段。成功的翻译文本，必须将原文所表达的意思完整、准确地通过译语体现出来。从使用者的角度来看，翻译也必须符合所规定的规格，并在期限内完成。总的来说，成功的翻译能够在不同的语言世界之间架起一座桥梁，促进有效的沟通。

翻译是一项需具备多种能力的综合技能，其中包括掌握语言的规则，辨析文本的特征，了解源语文本中特定领域的知识，理解源语和译语的文化知识，以及研究和解决跨语言和跨文化迁移所产生的特定问题。在一个机器辅助翻译功能日益强大的时代，这项技能仍然是不可或缺的。这能让我们理解翻译所提供的各种选项并做出决策，以实现有效的沟通。

翻译有笔译和口译之分：笔译指的是书面的翻译，而口译指的是口头的翻译。H2 翻译（华文）课程只涉及笔译（书面翻译）。

掌握两种语言是翻译任务的必要条件，但不是充分条件。除了必须具备阅读与理解源语文本的能力，以及以译语进行书面表达的能力外，译者也必须能够从译语中选出最佳的表达方式，以充分传达源语的本义。针对语言能力、翻译理论和翻译策略之间的关系可作如下阐述：“译者对语言（语言学）的敏感度为其提供了各种可能的翻译选项；翻译理论和翻译策略则帮助译者根据任务的需要从中挑出最佳选项，完成最理想的翻译。”

H2翻译（华文）课程是一门以华文为媒介语的人文科目，旨在通过分析跨语言和跨文化交流相关的实际问题，激发学生对中英两种语文的兴趣、同时培养学生跨语言和跨文化沟通的能力，以及批判性和创造性思维的能力。这些能力与21世纪技能（21CC）（图1）一致，有助于学生在全球化、人口变化以及科技革新的大趋势下，把握机遇，应对挑战。

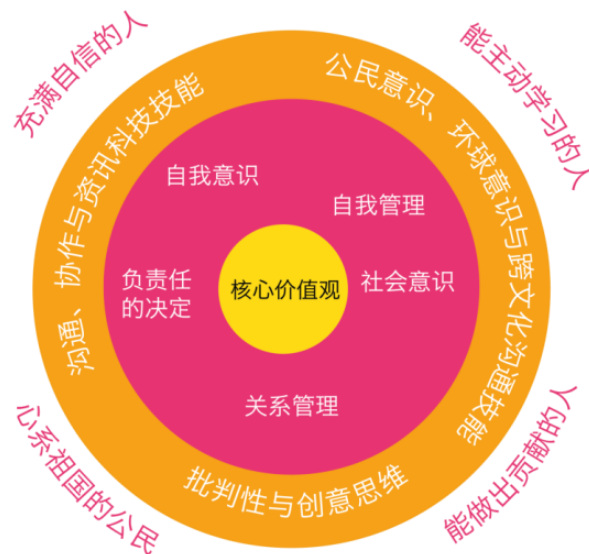


图 1: 教育部 21 世纪技能框架

通过本课程，学生将学习如何分析中英两种语言，掌握中英与英中翻译。本课程也会培养学生的批判性思维和反思能力。课程要求学生在翻译的过程中，必须为他们的翻译选项提出合理的解释，解读翻译文本的时候也必须展现对翻译的批判性鉴赏能力。学生将有机会分析本土化翻译的相关议题，思考新加坡独特的社会语言环境如何影响翻译的实践。此外，学生也将有机会接触到翻译任务中的各种翻译语境，以及通过不同翻译案例的批判性鉴赏，了解跨语言与跨文化沟通所面临的各种问题。

选修条件

H2 翻译（华文）课程要求学生研究和分析中英两种语言的结构原理，也需要学生进行中译英和英译中的翻译，因此选修的学生必须具备一定的华文和英文水平。H2 翻译（华文）的选修条件如下：

- i. 新加坡剑桥普通水准（O 水准）会考中，英文及华文考获至少 A2
或者
- ii. 新加坡剑桥普通水准（O 水准）会考中，英文考获至少 A2，高级华文考获至少 B3

课程目标

H2 翻译（华文）课程旨在：

- 培养学生对比分析中英两种语言的能力
- 培养学生理解与使用翻译理论和翻译策略的能力
- 培养学生精确解读源语文本并通过译语准确表达原意的能力
- 培养学生批判性鉴赏翻译作品的的能力

学习成果

在完成本课程后，学生能够：

- 针对中英两种语言进行系统性对比分析
- 理解翻译理论知识并掌握翻译策略
- 进行适当的中英和英中翻译
- 掌握翻译批判和赏析的能力
- 了解新加坡的独特社会语言环境如何影响翻译实践

引导性问题

H2翻译（华文）课程的学习可以参照下列的引导性问题：

- 华文和英文的结构原理有什么不同？
- 要达到高水平的翻译，应该考量什么因素？
- 一篇优秀的翻译作品应具备什么特点？



第二章 教学内容

课程框架
教学编排
关键术语

课程框架

H2 翻译（华文）课程由“语言学”与“翻译学”两个部分组成。语言学属于课程的基础知识，重点在于培养学生系统分析中英两种语言的能力。翻译学则建立在语言学的基础上，引导学生掌握翻译理论知识和翻译策略，让学生懂得如何根据翻译任务、翻译环境和翻译对象适当地进行翻译实践，并提高学生对翻译作品的批判性鉴赏能力。要达到课程预期的学习效果，学生必须有一定水平的双语能力，否则在语言分析、翻译实践和翻译作品鉴赏方面都会举步维艰。符合课程选修条件的学生也必须持之以恒地磨练翻译技巧，提升翻译水平。

本课程各个组成部分之间的关系如下：

- 语言能力以及对语言的敏感度是理解原文和产出译文的基础；
- 语言学知识有助于辨析与翻译任务有关的问题；
- 翻译策略有助于探讨源语信息转换为译语信息的各种选项；
- 翻译理论有助于引导译者根据翻译任务的语境和需要做出最佳选择；
- 翻译实践有助于强化解决问题的能力 and 提高决策过程的效率；
- 翻译的批判性鉴赏能够提高对原文和译文的赏析能力，加强对翻译问题的认识，从而有意识地培养跨语言和跨文化沟通能力，以及批判性和创造性思维等 21 世纪技能。

上述关系可通过图 2 的课程框架加以说明：



图 2：H2 翻译（华文）课程框架

教学编排

语言学 (课时的 25% ≈ 50 hours)	
内容	备注
人类语言共同的特征: <ul style="list-style-type: none"> • 任意性 • 易境性 • 文化传播性 • 结构的二层性 • 创造性 • 反身性 (相互决定性) 	教学目标: <ul style="list-style-type: none"> • 将语言视为探究对象, 培养学生所需的元语言意识, 从而辅助语言学知识、翻译策略和翻译理论的学习 • 相较于其他沟通方式, 介绍人类语言的特征 • 介绍世界各地语言的普遍特点 建议课时: 1-2 小时。这个部分不是课程的重点, 主要是提供基础知识, 初步建构学生的学科思维。
词汇与形态 <ul style="list-style-type: none"> • 词语结构 • 构造新词的方法 • 引申义构成方式 • 词类 • 固定语 	教学目标: <ul style="list-style-type: none"> • 了解词汇学与形态学等语言学分支下的概念 (例如: 词素、语素、词语、词类等等) • 阐述与对比中英文词语的结构 • 辨识并举例说明中英文构造新词的方式 • 了解词汇与形态对翻译的影响 建议课时: 10-14 小时。中英文的词汇系统和构词形态有很大的差异。因此, 词汇学和形态学的概念和知识常常用于词语的翻译 (词语是翻译的基本单元)。
语义: <ul style="list-style-type: none"> • 语义类型 • 语义关系 	教学目标: <ul style="list-style-type: none"> • 区分不同类型的意义, 包括字面意义和非字面意义 (例如: 比喻义) • 辨识句中词语之间的语义关系 • 了解语义学对翻译的影响

	<p>建议课时:</p> <p>4-6 小时。语义学的概念和知识有助于翻译字词和分句时的选择与分析。然而, 考虑到这部分的概念与知识学习起来相对简单, 在各语言中也相对普遍, 因此建议分配较短的课时。</p>
<p>语法:</p> <ul style="list-style-type: none"> • 句子的概念 • 语法单位及其功能 	<p>教学目标:</p> <ul style="list-style-type: none"> • 了解语法的主要概念: 开放性、语法性和层次结构 • 识别基本的语法单位及其特点 • 了解辨识语法关系的必要性 • 辨识语法关系的主要类型 • 比较华文和英文在语法上的差异 • 了解语法对翻译的影响 <p>建议课时:</p> <p>20-24 小时。语法的概念和知识对句子翻译方面起重要作用。此外, 翻译过程中也经常需要考虑中英文语法上存在的许多系统性差异。由于语法的内容较多, 而且较复杂, 因此教师需为学生提供更多的指导。</p>
<p>语用:</p> <ul style="list-style-type: none"> • 什么是言语义 • 主要的语用概念: 言语行为、指示性、预设、合作原则、话语含义 	<p>教学目标:</p> <ul style="list-style-type: none"> • 理解句子意义与言语义的区别 • 理解语用的主要概念: 言语行为、指示性、预设、合作原则、话语含义 • 理解语境在言语中的作用 • 了解语用学对翻译的影响 <p>建议课时:</p> <p>8-12 小时。语用学的概念与知识有助于解析各种翻译选项。这个部分的内容相对复杂, 因此教师需给学生提供更多的指导。然而, 相较于语法、词汇等其他语言学分支, 运用语用学知识分析翻译问题比较不常见。因此, 建议安排相对适中的教学时间。</p>

翻译学		(课时的 75% ~ 150 小时)
内容	备注	
翻译简介	<p>教学目标:</p> <ul style="list-style-type: none"> • 严谨地给“翻译”下定义 • 理解译者与译文读者之间的关系 • 理解译者扮演的角色 • 理解东西方的翻译发展史 (例如: 经文的翻译) • 关注翻译的最新发展 (例如: 机器辅助翻译) <p>建议课时:</p> <p>2 – 3 小时。翻译简介不是课程的重点, 主要是提供基础知识, 初步建构学生的学科思维。</p>	
<p>新加坡语境下的翻译:</p> <ol style="list-style-type: none"> 1. 社会文化问题 (跨文化诠释) 2. 功能性问题 (意图与接受之间的对比) 3. 新加坡语境下的中英文应用 	<p>教学目标:</p> <ul style="list-style-type: none"> • 理解新加坡语言和文化的多元性及其发展 • 理解新加坡社会语言与社会文化问题对翻译的影响 • 辨析新加坡语境下中英文的特点 • 分析新加坡语境下的翻译策略与语言应用 • 评价新加坡语境下翻译的功能性问题 <p>建议课时:</p> <p>3 – 5 小时。这个范畴聚焦在对新加坡独有的翻译应用和翻译现象的广义理解, 主要是提供基础知识, 让学生了解本课程大部分翻译任务的语境。</p>	
<p>翻译策略:</p> <ol style="list-style-type: none"> 1. 直译 2. 意译 3. 词类转换法 4. 增词法 5. 省词法 	<p>教学目标:</p> <ul style="list-style-type: none"> • 逐步理解从句到篇所运用的各种翻译策略 • 根据源语和译语相关的语言学知识, 选用适当的翻译策略, 对特定的源语文本进行翻译 • 理解翻译各文类所需运用的翻译策略有何异同 <p>建议课时:</p> <p>24 – 28 小时。翻译策略涉及翻译的关键知识和技能。学生在多大程度上达到课程学习目标取决于他们对这些知</p>	

<p>6. 正说反译、反说正译法； 套用法</p> <p>7. 译音法（属专有名词译法）</p> <p>8. 译义法（属专有名词译法）</p> <p>9. 变序法</p> <p>10. 转句译法</p> <p>11. 异化</p> <p>12. 归化</p>	<p>识和技能的理解与掌握。尽管如此，这些知识是建立在语言学的基础上的，学生也能通过翻译实践接触并掌握大部分的翻译策略。</p>
<p>翻译理论：</p> <ol style="list-style-type: none"> 1. 信、达、雅（严复） 2. 动态对等（奈达） 3. 翻译规范（图里） 4. 翻译目的（弗米尔） 5. 语篇类型（哈蒂姆与梅森） 	<p>教学目标：</p> <ul style="list-style-type: none"> • 理解各翻译理论的特点及其形成背景 • 比较各翻译理论的异同及局限性 • 运用理论知识，为个人翻译选项进行论证，并针对翻译作品进行批评和鉴赏 • 理解翻译策略和翻译理论之间的关系 • 理解翻译各文类所运用的翻译理论有何异同 <p>建议课时：</p> <p>30 – 36 小时。翻译理论涉及翻译的专业知识，学生在这方面的先备知识相对较少。这些知识在培养学生对翻译现象、翻译过程，以及特定文本的理解与鉴赏能力等方面尤其重要，对学生是否能达成本课程所设定的学习成果起着直接的作用。</p>
<p>文类：</p> <ol style="list-style-type: none"> 1. 广告 2. 报章新闻 3. 演讲稿 4. 评论 	<p>教学目标：</p> <ul style="list-style-type: none"> • 比较各文类之间的异同 • 针对不同的文类进行中英和英中翻译 • 根据各文类下翻译策略与理论的异同，使用合适的翻译策略与理论

<p>5. 报告</p> <p>6. 手册 / 使用说明书</p> <p>7. 本地文学作品（短篇或节选，不包括诗歌和戏剧）</p>	<p>建议课时:</p> <p>20 – 24 小时。翻译文类涵盖了翻译的关键知识。这些知识的掌握有助于学生在分析文本后，选择更好的翻译策略，同时也能协助他们结合翻译理论进行翻译鉴赏与评论。本课程所规划的文类大部分都是学生已经接触过，并具有一定的先备知识。</p>
<p>翻译评论:</p> <ul style="list-style-type: none"> • 翻译的语境 • 翻译任务的定位（例如：译者的目的） • 原文与译文的对比分析 • 译文的评估 <p>中译英与英译中的常见翻译误区:</p> <ol style="list-style-type: none"> 1. 理解错误 <ul style="list-style-type: none"> • 词汇理解 • 语法结构 • 文化背景知识 • 逻辑关系 2. 表达错误 <ul style="list-style-type: none"> • 用词不当 • 语句不顺 • 过度汉化 / 欧化严重 	<p>教学目标:</p> <ul style="list-style-type: none"> • 根据翻译任务的语境与定位划定规范 • 对原文与译文进行分析 • 适当地运用语言学知识、翻译策略和理论来评估译文 • 理解中译英与英译中常见的翻译误区 <p>建议课时:</p> <p>52 – 60 小时。翻译评论所规划的学习点，需要学生综合使用先前所学的语言学和翻译学知识与技能。这对达致本课程的学习成果至关重要，教师也需要大量的时间给予指导。学生在翻译评论所掌握的知识和技能，也会影响其他部分的学习成果。</p>

关键术语

翻译理论:

1. “信、达、雅”三原则

- “信”指的是翻译要如实地反映原文，尽可能准确地表达原文的意思。
- “达”指的是不受原文的形式影响，按译文的表达方式措辞造句，使译文读者能够理解作者所要表达的意义。
- “雅”指的是翻译时追求译文语言的优美与典雅。
- 严复所提出的“信、达、雅”三原则被学术界作为评估译文质量优劣的标准。

2. 动态对等

- 动态对等，是基于奈达所说的“等效原则”（奈达后来进行修订并提出了“功能对等”的概念），也就是译语接受者的反应，与原文信息在源语接受群体中的反应实质上基本相同。动态对等以完全自然的表达方式为目标。为了达到这一目标，译者有必要关注译语接受者的反应，对词汇、句法和修辞手段等做相应的调整。
- 动态对等关注的是译语接受者，是在译语中用最贴近的、最自然的对等语。译文必须符合译语和译语接受者的文化，以及文本的语境，确保译语接受者能够理解其中的信息。

3. 翻译规范

- 底层规范决定整体翻译策略以及翻译文本的选择。
- 初始规范对译者所选择的翻译策略起着决定性作用，即倾向于源语文本的语篇和规范或以译语的语言文化规范为准。
- 操作规范控制着译者在翻译行动中的实际决定。

4. 目的论

- 翻译目的贯穿整个翻译过程，决定了译者采用的翻译手段，以及翻译成品的评估原则。
- 翻译可视为一种有目的的活动，根据翻译的目的将原文从源语文化环境转移至不同的译语文化环境。

5. 语篇类型学

- 语篇类型学假定的是任何一种语篇是透过某一具体的文类来实现的。尽管某一既定语篇存在多种功能，但一般上都有一种主导的言语目的，而这目的就是这语篇立于其特定语境中的意义。
- 哈蒂姆与梅森划分了三大语篇类型，分别是说明类、议论类和指导类。
- 说明语篇指的是对概念和事物做出客观说明的语篇类型。
- 议论语篇指的是论述事理，提出主张的语篇类型，可分为正面议论和反面议论。
- 指导语篇指的是引导读者行动的语篇类型，可分为可选择指导和不可选择指导。
- 语篇类型的划分对翻译产生的影响为：决定了译者在其他层面所采用的翻译手段。译者在做出决定前需要考虑语篇中存在的主导的言语目的，而这也是评估译文质量的依据。

翻译策略：

1. 意译

- 意译指的是忠实于原文的大意，并力求抓住作者所要表达的意义进行翻译，不拘泥于原文的结构形式，翻译的过程中也涉及短语的改写。
- 意译仍然是难以定义的概念，目前最佳的定义方式是把它视为：偏离支配性规范在既定时期或社区里所确立的忠实翻译的一种策略因此，在忠实翻译等同于“意义对意义”的翻译的情况下，意译就是采取更自由的方式来翻译原文；当支配性规范将忠实翻译等同于“词对词”的翻译，“意义对意义”的翻译就会被视为意译的一种。

2. 词类转换法

- 词类转换法指的是在保留原文意义的前提下，对原文的词性进行转换的一种翻译策略。

3. 增词法

- 增词法指的是在翻译的过程中，为了把原文的意思表达得更清楚到位，而在译文中增加原文所没有的词语。

4. 省词法

- 省词法指的是在翻译的过程中，为了使译文更加精炼，而将不需要的词语或表述予以省略。

5. 正说反译、反说正译；套用法

- 套用法是在译语里改变源语文本信息的视角。虽然有时采用直译法能够形成语法正确的话语，但是从译语的角度来看可能是不恰当、不符合译文读者的语言习惯或是别扭的。在这种情况下，采用套用法来进行翻译更为合适。
- 套用法可以是正说反译、反说正译或是从抽象意义转移到具体意义或是从部分转移到整体。

6. 译音法

- 由于源语的有些专有名词在译语里没有相对应的词语，而且很难通过译语进行准确的翻译，就需要将源语的词语直接用译语中相同或近似的语音标示出来，这种翻译方法称之为译音法。

7. 译义法

- 译义法指的是对固定搭配词组、机构名称、化合物的组成元素等进行直译的翻译方法。

8. 变序法

- 变序法指的是在进行翻译时变换原文中某一部分的顺序，使之更符合译文的语言习惯。

9. 转句译法

- 转句译法指的是在翻译的过程中拆分原文原句的一个词、词组或短语，成为译文中的分句、短句或独立单句，使之更符合译语语法或习语规范。

10. 直译法

- 直译指的是逐字逐句的翻译，是既忠实于原文的内容，又忠实于原文形式的翻译方法。译者的责任仅限于确保译文是通顺流畅的。

11. 异化

- 异化指的是在翻译上迁就外来文化的语言特点，采取相应于作者所使用的源语表达方式来传达原文的内容。异化故意打破译语的常规，以保留原文的意义。

12. 归化

- 归化指的是在翻译中采用透明、流畅的风格，把源语本土化，采取译文读者所习惯的表达方式来传达原文的意义。

文类:

1. 广告

- 广告是向公众推销某种产品或服务，或说服/影响他们做某件事（例如：购物），抑或是维持公众对特定事物（例如：产品或服务）的兴趣的宣传手段。
- 广告包括商业与非商业的广告（例如：公益广告）。

2. 报章新闻

- 报章新闻是以简明扼要的文字报道正在或新近发生的事实的文体。

3. 演讲稿

- 演讲稿是在公开场合向群观众发表个人的观点、见解和主张的文稿。

4. 评论

- 评论是针对普遍关注的话题，例如新闻事件或社会现象发表观点或意见的文章。
- 评论可以包括社论、新闻论坛评论（读者投稿）、博客文章和网络论坛贴文。

5. 报告

- 报告指的是经深入的调查或思考对特定主题做的正式且有条理的陈述。
- 报告涵盖的主题广泛。

6. 手册 / 使用说明书

- 使用说明书是向人们介绍关于某种产品的信息或使用方法和步骤的文字说明。
- 手册 / 使用说明书的例子包括某个电器的实体纸质使用说明书、线上申请会员的步骤等。

7. 本地文学作品（短篇或节选，主要为记叙文体）

- 文学作品指的是运用了不同的艺术手法，具有美学和思想价值的著作。
- 本课程所设定的文学作品范围主要是以记叙为主，篇幅短小且符合新加坡语境或由本地作家撰写的文章。

**本课程所使用的文本可以包括静态（例如：不包括视听翻译）的电子或纸质文本。*



第三章 教学指引

教学原则

新加坡课堂教学实践要领

教学原则

H2 翻译（华文）课程的教学原则引导教师设计校本教材和课堂教学活动。教师在教学的过程中扮演协调员的角色，以渐进式的方式引导学生学习，从而达到课程所设的学习成果。

本课程的四大教学原则如下：

- a. 综合应用的学习：课程要求学生在语言学知识，翻译策略和翻译理论之间进行有意义的联系，以便为翻译过程中所做出的选择和进行翻译评论时提出强而有力的论据。教师所采取的教学方法必须能够培养学生在这方面的应用能力。
- b. 真实语境的掌握：翻译的实践建立在真实语境之上。教师在指导学生进行语言学分析和翻译练习与评论时，应该采用真实的材料和提供真实的语境，才能让生活在多语环境中的学生，理解翻译的实用性和翻译学科所涵盖的内容。
- c. 螺旋递进的学习模式：学生必须学习如何在不同层面和复杂的语境中，运用语言学知识、翻译策略和翻译理论。教师在编排教学内容时应该注意将学生已学过的知识和技能复现，从而让学生巩固所学的内容，达到学习的广度与深度。
- d. 批判性的鉴赏方法：作为 H2 的学科，批判性鉴赏能力是本课程所要训练的重要技能。教师所采取的教学方法应该培养学生的精读能力，并且深入分析译文在处理翻译问题时所使用的策略。

以上四大教学原则在引导教学方面相互联系，并且贯穿整个课程。其中有些教学原则在课程的某些学习阶段更为显著。教师应该遵循这些原则和《新加坡课堂教学实践要领》中的教学范围（见图 3），进一步优化教学。

新加坡课堂教学实践要领

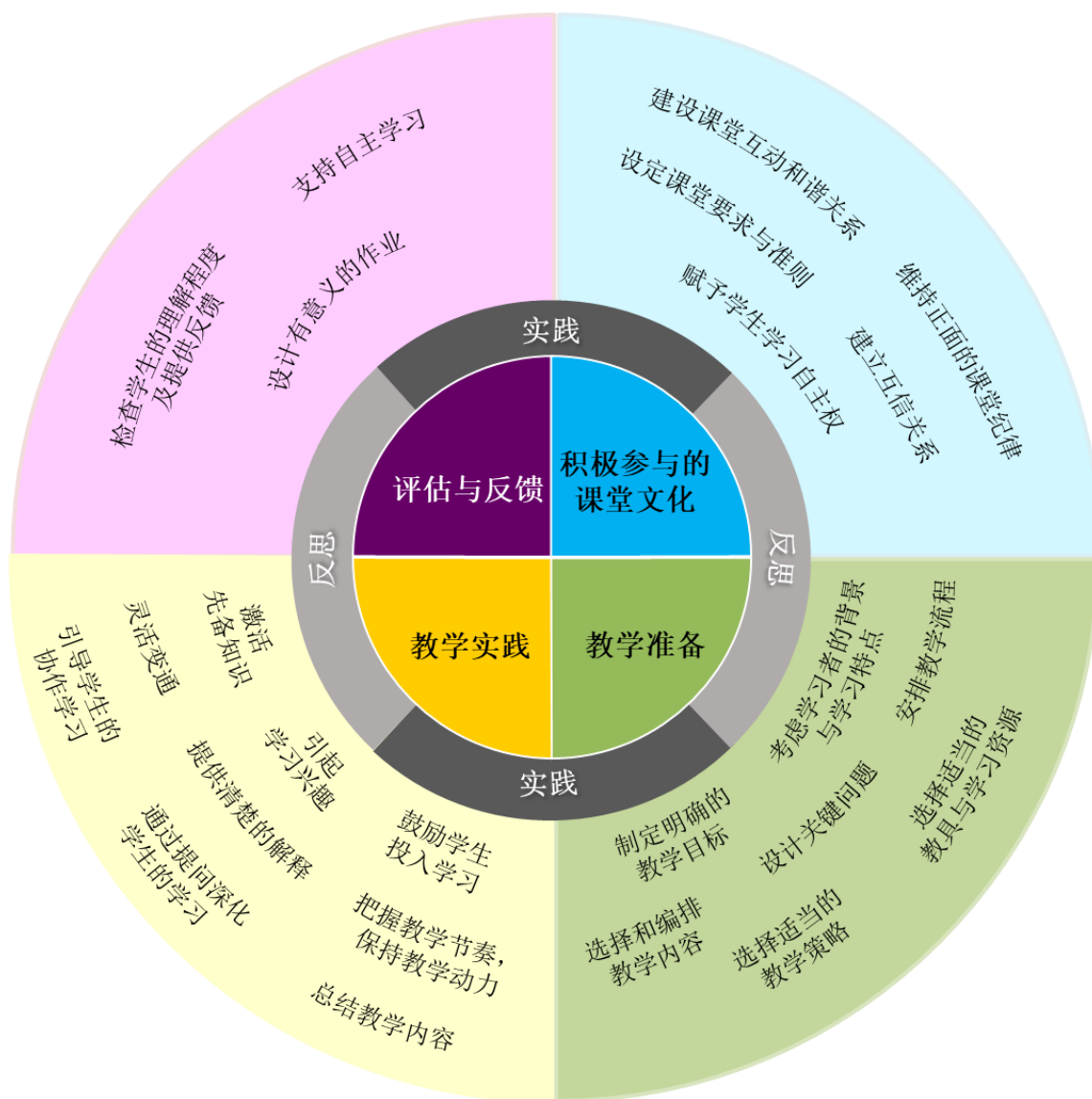


图 3：《新加坡课堂教学实践要领》中的教学过程

《新加坡课堂教学实践要领》（Singapore Teaching Practice）以新加坡课程理念和教学理论为依据，说明如何在课堂中实现有效的教学。因此，教师应遵循《新加坡课堂教学实践要领》的教学原则，落实“实践要领”的精神，通过对课堂教学的不断反思，提升教学法，从而达到有效教学的目的。

图 3 显示四大教学过程、二十四個教学实践方法以及教学关注点，作为教师备课、教学的指引和依据，阐述如下：

1. **营造积极的课堂文化：**教师可通过正向的教学语言，以及同侪间的互评互助，鼓励同学们在课堂上勇于发表意见，尝试不同的翻译策略，以及评估不同的翻译选项。教师也可赋予学生更多的学习自主权，鼓励学生在和谐互助的氛围中对彼此的翻译做建设性的评论。
2. **教学准备：**教师在备课时，除了钻研各翻译理论、翻译技巧以及语言学的相关知识外，也应考虑学生的先备知识，根据学生的特质、学习方式、兴趣等做一些差异性的处理。教师应为每堂课制定明确的教学目标，并在备课时合理地编排内容，同时设计关键的引导性问题。
3. **教学实践：**教师可通过适当的提问技巧，或者引进一些思考常规（Thinking Routines），深化学生的学习。在教导翻译理论、语言学和翻译策略时，教师也可使用多样化的协作学习策略，例如讨论圈（Discussion Circles）、“拼图”（Jigsaw）等策略，让学生共同构建知识，提升翻译技巧。
4. **评价与反馈：**教师可通过各种管道，例如提问、小组报告、退场卡（Exit Pass）或学生学习平台（SLS）、乐学善用平台（iMTL）、翻译作业等，了解学生所掌握的知识与技能，再根据形成性评价所获得的信息，给予学生更有针对性以及更有效的反馈，使学生在掌握翻译理论、语言学知识和翻译技巧的基础上，提升翻译水平。



第四章 评价指引

以学生为中心的平衡性评价

评价目标

以学生为中心的平衡性评价

评价在教学过程中是持续进行的。它有助于促进学习，帮助学生达到课程预设的学习成果。形成性评价在 H2 翻译课程的教学过程中应以促进学生的学习为目的。了解学生的学习成果和分析学习成效，有助于改进教师的教学策略，并协助学生调整学习方法。总结性评价，则有助于教师从整体上了解学生所掌握的翻译知识和技巧。

评价可分为“促进学习的评价”（Assessment for Learning，也作“形成性评价”）和“学习成果的评价”（Assessment of Learning，也作“总结性评价”），其主要目的在于：

- 让教师了解学生的学习成效，以便改进教学方法；
- 让学生了解自己的学习进展，以便调整学习策略；以及
- 让家长了解孩子的学习情况，以便适时地跟进与辅导。

“促进学习的评价”和“学习成果的评价”：

“促进学习的评价”（形成性评价）与“学习成果的评价”（总结性评价）在教、学、评的过程中，不可或缺，教师应平衡两者，并以学习者的学习成效为目的。

在设计一个以学习者为中心的综合式评价系统时，教师应该有意识地规划形成性评价和总结性评价于学习过程中所占的比例。根据2018年教育部课程政策办公室编写的课程手册（2018 MOE Curriculum Policy Office Curriculum Handbook），不同学习阶段的评价方式可归纳为以下四类：

- （一）融合课堂教学活动的形成性评价 (In-class formative assessment with teaching and learning)
- （二）衔接不同学习阶段、更有计划的形成性评价 (More planned, integrated formative assessment)
- （三）参照总结性评价模式的形成性评价 (Formal assessment modelled on summative assessment but used for formative purposes)
- （四）检测学习成果的指定总结性评价 (Prescribed summative assessment (learning outcomes))

形成性评价与总结性评价比例平衡的评价系统，好比一条环环相扣的学习轨道，有利于调动学生上课的积极性、提高学生的成就感与自信心。教师应该结合两种形式的评价，使用定性与定量的评估指标，来确认学习成效以及设计接下来的教学策略。

如何于H2翻译课程中融入不同类型的评价方式:

一、形成性评价

形成性评价应在教与学过程中持续进行，以促进学生的学习为目的，着重给予学生及时又具针对性的反馈。

(一) 融合课堂教学活动的形成性评价 (In-class formative assessment with teaching and learning)

这类评价方式应该灵活多样，目的在于及时协助学生找出学习难点，为当下完成的学习活动以及学生在活动中的表现提供改进的建议。例如，教师可在翻译习作中，通过“两两说”或小组活动，引导学生讨论并说出他们为何选用了某种翻译策略，也可引导学生分析不同翻译选项的优劣。教师再针对学生的表现，给予口头反馈，重点在于澄清学生对于知识点或翻译策略的误解。其他方法还包括网上问答比赛、学生互评、自评等。这个阶段的形成性评价一般不计分，教师可根据学生的反应，针对实际情况进行调整。

(二) 衔接不同学习阶段、更有计划的形成性评价 (More planned, integrated formative assessment)

这类形成性评价比起上一个阶段的评价方式，需要更多的规划，也更具难度。学生必须能够运用所学，进行更深入、复杂的思考，为进入下一个学习阶段和总结性评价做准备。教师可考虑安排超过一种评价方式，让学生根据其程度和兴趣，选择适合自己的活动，比如分析某个翻译理论的适用范围，结合语言学的知识评论翻译错误，尝试考试中的某些题型等等。教师通过学生的表现，检测他们是否达到了该阶段预期的学习目标。教师可以决定是否为评价方式设定分数或等级。

(三) 参照总结性评价模式的形成性评价 (Formal assessment modelled on summative assessment but used for formative purposes)

阶段性的课堂测验和模拟测验属于这类形成性评价的范畴。这些测验的评价方式模拟正式考试，但不一定计分。这类测验的作用在于更全面、广泛地评估学生对于一或多个课题的掌握程度，比如学生是否能翻译不同文类与长度的作品，对译文进行错误分析与点评，对译文进行评论与比较等等。教师在这个阶段所提供的反馈一般更具概括性，比如针对学生的分析能力、评论能力和翻译技巧给予全面的反馈，让学生更有信心应付下一个阶段的学习或总结性评价。

二、总结性评价

检测学习成果的指定总结性评价 【Prescribed summative assessment (learning outcomes)】

总结性评价在一个学习时段结束时进行，主要通过对学生的学习作整体的评价，让教师了解学生在某个学习阶段所达到的实际水平，以及应得的等级。教师可通过年中考试、年底考试，或采用专题作业等形式进行总结性评价。总结性评价除了能够用来判断学生是否具备升级的条件，也可以作为调整下一个教学阶段的依据。

除了这套评价系统，教师也可斟酌采用其他评价框架来设计评价方式。在 H2 翻译课程实施的初期，大部分的评价活动可以根据教学内容，采用以融合课堂教学活动为主的形成性评价，之后再循序采用其他类型的评价方法。总的来说，以学习者为中心的评价框架应有助于引导教师在学生的不同学习阶段，规划特定的评价活动与适当的评价方式。

评价目标

2021 年实施的 H2 翻译（华文）课程评价目标，旨在检测学生的翻译技巧和翻译知识的应用。这和学习成果是相一致的。

课程将评价学生在以下几个方面能力：

AO1: 根据指定的语境，适当翻译不同文类的文本，包括中译英和英译中；

AO2: 辨析翻译领域里中英文在使用上的区别；

AO3: 有效应用翻译策略、翻译理论和相关术语分析和评论译文；

AO4: 分析和评论语境和文化因素对翻译的影响，尤其是和新加坡相关的内容。

以上评价目标应当环环相扣，教师设计评价时应从整体去检测学生的答案是否达到评价目标。



SECTION 1

INTRODUCTION

Translation as a Subject
Prerequisites
Aims
Learning Outcomes
Guiding Questions

TRANSLATION AS A SUBJECT

“Every language is a world. Without translation, we would inhabit parishes bordering on silence.”

- George Steiner, After Babel, 1975

Translation is the process of transferring text from one source language into a target language. This process can comprise an array of complicated problem-solving and decision-making stages. A successful translation is generally understood as one that conveys the explicit and implicit meaning of the source language into the target language as fully and accurately as possible. From the standpoint of the user, the translation must also meet the prescribed specifications and deadlines. In general, successful translations enable effective communication which build bridges between the “worlds of different languages”.

Translation is thus an integrated skill requiring several competences, including the knowledge of linguistic conventions, the ability to define textual features, domain-specific knowledge related to the source text, cultural knowledge of the source and target languages as well as the ability to resolve problems specific to inter-lingual and cross-cultural transfers through research. In the era where powerful machine-assisted translations have emerged, this skill remains indispensable in making sense of the options provided and making decisions to achieve effective communication.

As a working definition for the subject, the term “translation” is normally reserved for written renditions of written materials. Translation is thereby distinct from interpretation, which produces a target form in the spoken mode.

Competence in two languages is necessary but not sufficient for any translation task. Though the translator must be able to (1) read and comprehend the source language and (2) write comprehensibly in the target language, the translator must also be able to (3) choose the expression in the target language that both fully conveys and best matches the meaning intended in the source language. The relationship between language competence and knowledge of translation theories and strategies is described as follows: “Language (linguistic) sensitivity provides the translator with possible options. Translation theories and strategies help him select the best option according to the needs of the task.”

H2 Translation (Chinese) is a Chinese-medium Humanities subject designed to encourage students’ interest in both the Chinese and English language, develop students’ capacity in inter-lingual and cross-cultural communication as well as the critical and inventive thinking skills through the analysis of practical issues associated with communications across languages and cultures. These are competencies aligned with the 21st Century Competencies (21CC) (Figure 1) where students can anchor upon as they face future challenges and seize opportunities brought on by forces such as globalisation, and demographic and technological change.

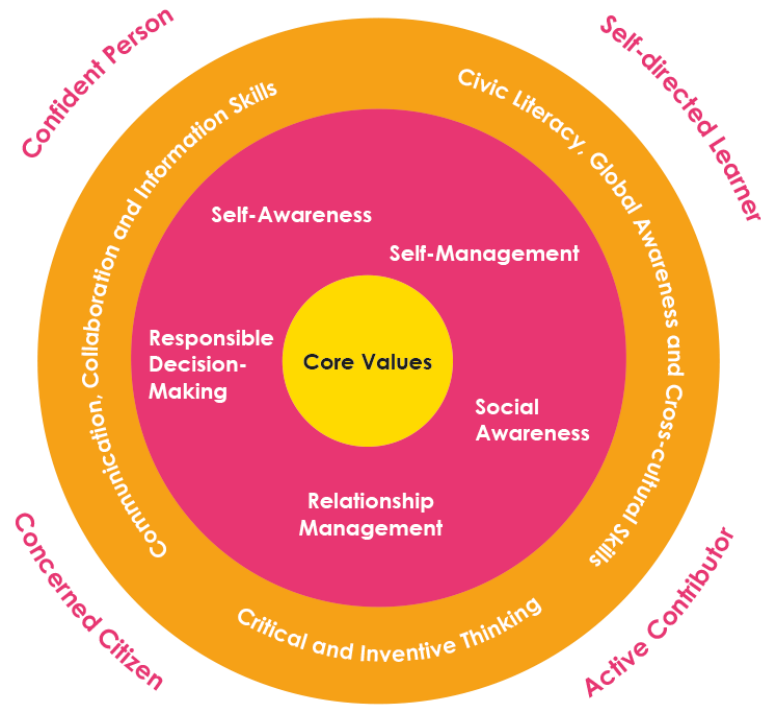


Figure 1: MOE 21CC Framework

In this subject, students will learn to analyse both the Chinese language and the English language, and perform translations of texts from Chinese to English, and vice versa. The subject also develops students' critical thinking and reflection skills, as students will be required to both rationalise their translation choices, and demonstrate critical appreciation of translations. In addition, students will understand the contexts in which translation operates in Singapore and analyse the issues that surround localised translations. Students will be exposed to a variety of translation contexts within translation tasks and critical appreciation cases that illuminate different issues and problems accompanying inter-lingual and cross-cultural communication.

PREREQUISITES

As H2 Translation (Chinese) will require students to study and analyse the construct of both Chinese Language and English Language, and perform translation from English Language (EL) to Chinese Language (CL) and vice versa, students would need to be sufficiently competent in both EL and CL. The prerequisite criteria for H2 Translation (Chinese) will be:

- i. A2 in 'O' Level English Language and 'O' Level Chinese Language
OR
- ii. A2 in 'O' Level English Language and B3 in 'O' Level Higher Chinese Language

AIMS

The H2 Translation (Chinese) course aims to:

- Develop students' skills to compare and contrast the Chinese and English languages
- Develop students' understanding of translation theories and strategies
- Develop students' ability in the precise comprehension of source texts and accurate production to target languages
- Develop students' ability in the critical appreciation of translations

LEARNING OUTCOMES

By the end of the course, students will be able to:

- a) Make systematic comparisons of Chinese and English languages
- b) Demonstrate understanding of translation theories and strategies
- c) Produce appropriate translations of Chinese text to English, and English text to Chinese
- d) Demonstrate critical appreciation of translations
- e) Demonstrate understanding of socio-cultural and functional issues in the Singapore context

GUIDING QUESTIONS

The study of H2 Translation (Chinese) is framed by the following guiding questions:

- How are the constructs of the Chinese language and English language different?
- What are the considerations in order to perform a good translation?
- What makes a good translation?



SECTION 2

CONTENT

Design of the Syllabus
Organisation of Content
Glossary of Key Terms

DESIGN OF THE SYLLABUS

The H2 Translation (Chinese) syllabus is made up of two main components, linguistics and translation. The linguistic component serves as a foundation for the course, and provides students with the tools and aptitude for systematic analysis of both the English and Chinese languages. The translation component builds upon this foundation and provides students with the strategies and theories of translation. The translation component develops students' ability to perform translations, critically analyse translations as well as appreciate cultural contexts in translation, all of which is built upon students' proficiency in both the English and Chinese languages. Without a high level of proficiency in both languages, students will neither be able to perform good translation nor analyse translated texts accurately. Students are expected to engage in consistent translation practice to hone their translation skills and strengthen their translation performance.

The relationship between the various components of the subject is thus described as follows:

- Language Proficiency and Linguistic Sensitivity provides the base of text comprehension and production;
- Linguistic Knowledge enables the explicit identification of problems pertaining to the translation task;
- Translation Strategies facilitates the exploration of possible options for the inter-lingual transfer;
- Translation Theories support the decision-making process in making the best option according to the context and needs of the task;
- Practice strengthens the problem-solving and decision-making processes;
- Critical Appreciation of translation develops appreciation of source and translated texts, heightens awareness in the issues of translation and enables the explicit learning of the 21 CC related to inter-lingual and cross-cultural communication, as well as critical and inventive thinking skills.

This relationship is explicated in Figure 2 in the following page:

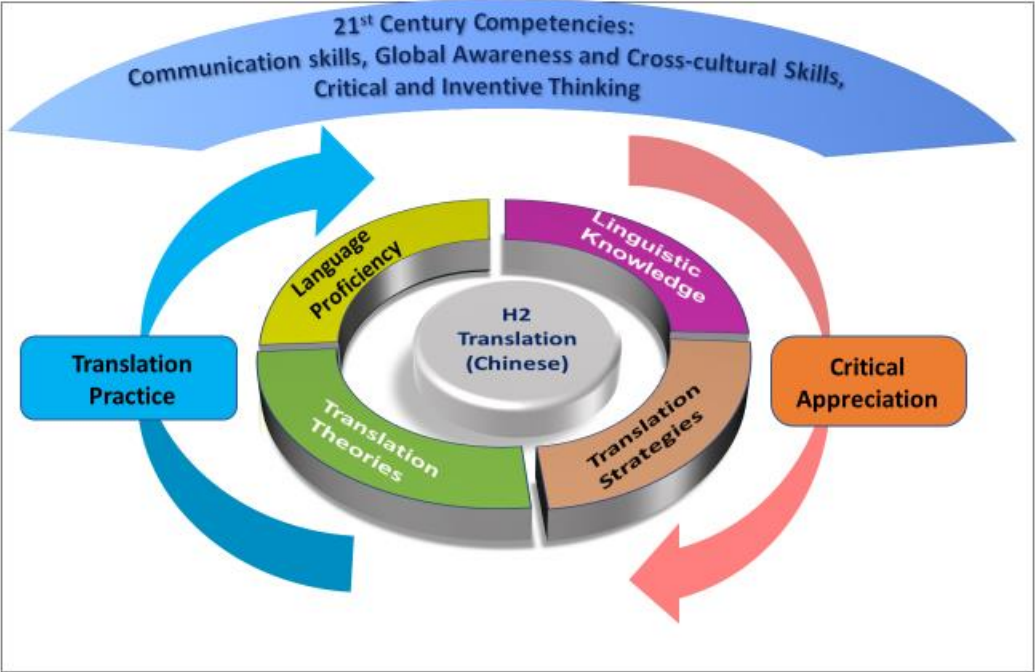


Figure 2: Relationship between the various components of H2 Translation (Chinese)

ORGANISATION OF CONTENT

(25% of curriculum ≈ 50 hours)	
Linguistic Component	Content
Content	Remarks
<p>Design features of human language :</p> <ul style="list-style-type: none"> • Arbitrariness • Displacement • Cultural transmission • Duality • Productivity • Reflexivity 	<p>Key Objectives:</p> <ul style="list-style-type: none"> • Develop students’ metalinguistic awareness necessary to study languages as an object of inquiry, which will then support the learning of linguistic knowledge, translation strategies and theories. • Introduction to the features of “human language” in contrast to other forms of communication (e.g. arbitrary gestures, sounds made by animals). • Introduction to the design features common to languages around the world. <p>Recommended Time: 1 – 2 hours. These are mainly introductory knowledge for mindset preparation and not the key focus of the curriculum.</p>
<p>Lexicon and Morphology:</p> <ul style="list-style-type: none"> • Structure of words • Ways of making new words • Ways of using old forms to get new meanings • Parts of speech • Fixed expressions 	<p>Key Objectives:</p> <ul style="list-style-type: none"> • Understand the linguistic concepts under the branch of morphology and lexicon (e.g. lexeme, morpheme, words, parts of speech). • Show how the structure of words in Chinese and English can be described and contrasted. • Identify and exemplify some of the main ways of creating new words in Chinese and English. • Develop an understanding of the impact of morphology and lexicon to Translation. <p>Recommended Time: 10 – 14 hours. The linguistic concepts and knowledge scoped under morphology and lexicon are used frequently in the consideration of word-level translations (basic unit of translation). This is especially so due to many systemic differences in Chinese and English morphology and lexicon.</p>

<p>Semantics:</p> <ul style="list-style-type: none"> • Different types of meanings • Semantic relations 	<p>Key Objectives:</p> <ul style="list-style-type: none"> • Differentiate among different types of meanings, including between literal and non-literal (figurative) meanings. • Identify the main semantic relations between words in a sentence. • Develop understanding of the impact of semantics to translation. <p>Recommended Time: 4 – 6 hours. The linguistic concepts and knowledge scoped under semantics are useful to guide the choice and analysis of words and clauses for translation. However, the recommended time allocation is relatively low as the scoped content is relatively accessible and concepts are relatively universal across languages.</p>
<p>Syntax:</p> <ul style="list-style-type: none"> • Notion of Sentence • Syntactic units and their functions 	<p>Key Objectives:</p> <ul style="list-style-type: none"> • Understand the key concepts of syntax: Openness, grammaticality and hierarchical structure. • Present the fundamental syntactic units and criteria for their identification. • Understand the need to identify syntactic relations. • Identify the major types of syntactic relation. • Compare and contrast the differences in the syntactic realisations between Chinese and English. • Develop understanding of the impact of syntax to translation. <p>Recommended Time: 20 – 24 hours. The linguistic concepts and knowledge scoped under syntax are most significant in influencing sentence-level translations. Furthermore, there are many systemic differences in Chinese and English syntax which are frequently considered in the translation process. The scoped content is also less accessible and students are expected to require relatively more teacher guidance.</p>
<p>Pragmatics:</p> <ul style="list-style-type: none"> • What is utterance meaning? 	<p>Key Objectives:</p> <ul style="list-style-type: none"> • Understand the difference between sentence meaning and utterance meaning.

<ul style="list-style-type: none"> • Key pragmatic concepts: speech acts, reference, presuppositions, cooperative principle, implicatures 	<ul style="list-style-type: none"> • Understand the key concepts of speech acts, reference, presuppositions, cooperative principle and implicatures. • Understand the role of context in utterance meaning. • Develop understanding of the impact of pragmatics to translation. <p>Recommended Time: 8 – 12 hours. The linguistic concepts and knowledge scoped under pragmatics are useful in informing the choices within translation. The scoped content is also less accessible and students are expected to require relatively more teacher guidance. However, the explicit use of knowledge in pragmatics may be considered unconventional and highly optional in contrast to the other components of linguistic knowledge. Therefore, the recommended time allocation is relatively calibrated.</p>
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Translation Component		(75% of curriculum ≈ 150 hours)
Content	Remarks	
Introduction to Translation	<p>Key Objectives:</p> <ul style="list-style-type: none"> • Critically answer the key question of what translation is • Understand the relationship between a translator and his readers • Understand the role of a translator • Appreciate the history of translation in the East and West (e.g. translation of religious scriptures) • Stay updated of the development of translation (e.g. machine translation) <p>Recommended Time: 2 – 3 hours. These are mainly introductory knowledge for mindset preparation and not the key focus of the curriculum.</p>	
<p>Translation in Singapore</p> <ol style="list-style-type: none"> 1. Socio-cultural issues (cross-cultural interpretation) 2. Functional issues (intentions vs acceptance) 3. The Use of Chinese Language and English Language in Singapore’s Context 	<p>Key Objectives:</p> <ul style="list-style-type: none"> • Appreciate the diversity of languages and cultures in Singapore and their development over time • Understand the implications of Singapore sociolinguistic and sociocultural issues on translation in Singapore • Distill the similarities and differences between Chinese and English in Singapore’s context • Examine the translation strategies and language use in Singapore’s context • Evaluate the functional issues of translation in Singapore <p>Recommended Time: 3 – 5 hours. This is a topic focused on broad understanding of translation applications and phenomena specific to Singapore. These are mainly introductory knowledge to guide the process of contextualisation for majority of the translation tasks within the curriculum.</p>	

<p>Translation Strategies:</p> <ol style="list-style-type: none"> 1. Literal Translation; Metaphrase 2. Free Translation; Paraphrase 3. Transposition 4. Expansion 5. Omission 6. Modulation 7. Transliteration 8. Through-Translation 9. Denominalization 10. Recasting 11. Foreignisation 12. Domestication 	<p>Key Objectives:</p> <ul style="list-style-type: none"> • Understand progressively the various types of translation strategies applied in translation at the sentence level till the textual level • Identify the combination of translation strategies to be adopted based on the specific source text leveraging linguistic knowledge of source and target language • Understand the common universality and different applications of strategies across translation genres <p>Recommended Time: 24 – 28 hours. These are key knowledge and skills in translation practice where the degree of understanding and mastery may have an impact on the extent the students attain the learning outcomes of the syllabus. Notwithstanding that, this builds extensively on the foundation of the linguistic knowledge and most of the strategies are regarded generally accessible as students engage in actual practice.</p>
<p>Translation Theories:</p> <ol style="list-style-type: none"> 1. Principles of Translation; Yan Fu 2. Dynamic Equivalence; Eugene Nida 3. Norms of Translation; Gideon Toury 4. Skopos Theory; Hans. J.Vermeer 5. Text Typology; Ian Mason and Basil Hatim 	<p>Key Objectives:</p> <ul style="list-style-type: none"> • Understand the main features of each translation theory and the rationale behind their formation • Compare and contrast the features of the theories and their limitations in addressing different translation issues • Apply the knowledge of theories in the rationalisation of personal translation practice and critical appreciation of translations • Understand the relationship between the translation strategies and the translation theories • Understand the common universality and different applications of the theories across translation genres <p>Recommended Time: 30 – 36 hours. These are highly specialised knowledge pertaining to the discipline which students might have little prior knowledge. It is also essential in the</p>

	<p>appreciation of translation as a phenomenon, the underlying processes as well as specific translated texts, which directly influences the learning outcomes of the syllabus.</p>
<p>Translation Genres (文类):</p> <ol style="list-style-type: none"> 1. Advertisements 2. News Articles 3. Speeches 4. Commentaries 5. Reports 6. Manuals 7. Local Literary Texts (short in length or extracts, excludes poems and dramas) 	<p>Key Objectives:</p> <ul style="list-style-type: none"> • Compare and contrast the similarities and differences of the different genres • Perform Chinese-English and English-Chinese translations for the various genres • Apply the translation strategies and theories according to the similarities and differences <p>Recommended Time: 20 – 24 hours. These are key knowledge in translation where a good understanding facilitates the analysis of texts in preparation for translation, the choice of translation strategies as well as appreciation and criticism based on the translation theories. Nevertheless, majority of the genres in the syllabus are not completely novel as students would have certain degree of understanding in their prior language curriculum.</p>
<p>Translation Criticism:</p> <ul style="list-style-type: none"> • Context of Translation • Positioning of the Translation Task (e.g. The Translator’s Purpose) • Source and Target Text Analysis • Evaluation of Translation <p>Common Pitfalls in Chinese-English and English-Chinese Translation</p> <ol style="list-style-type: none"> 1. Error in Understanding the Meaning of the Text <ul style="list-style-type: none"> • Lexicon • Grammatical Structure 	<p>Key Objectives:</p> <ul style="list-style-type: none"> • Identify the parameters of the translation based on the context and positioning of the task • Perform analysis of source and target texts • Evaluate the translation with appropriate use of linguistic knowledge, translation strategies and translation theories • Understand the common pitfalls in Chinese-English and English-Chinese translations <p>Recommended Time: 52 – 60 hours. The knowledge and skills scoped in this section are the culmination of all previous sections in this syllabus. It has a direct impact on the learning outcomes and require considerable time for teachers’ guidance as well as exposure to variations. The extent to which students are able to attain the learning outcomes pertaining to this section would also have</p>

<ul style="list-style-type: none">• Cultural Understanding• Logical reasoning <p>2. Error in Expression</p> <ul style="list-style-type: none">• Misuse of words• Sentence Sequence• Mandarinisation/Westernization	<p>an impact on learning outcomes pertaining to other sections in the syllabus.</p>
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GLOSSARY OF KEY TERMS

Translation Theories:

1. Principles of Fidelity, Comprehensibility and Elegance

- Fidelity refers to the accurate representation of the communicative meaning in the source text when it is translated into the target language.
- Comprehensibility refers to the competent use of target language in the translation to achieve comprehension by the readers of the target language.
- Elegance refers to the exemplary use of target language in the translation for an elegant presentation of the content of the source text in the target text.
- These three principles proposed by Yan Fu guides the assessment in quality of translation in the Chinese academia.

2. Dynamic Equivalence

- Dynamic equivalence (later reconceptualised as “functional equivalence”), is based on what Nida calls ‘the principle of equivalent effect’, where ‘the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message’. ‘Naturalness’ is a key requirement for Nida. This receptor-oriented approach considers adjustments of grammar, of lexicon and of cultural references to be essential in order to achieve naturalness.
- Dynamic equivalence is the mode oriented at the target receivers: it is the ‘closest natural equivalent to the source-language message’ where ‘natural’ means that the translation must fit the target language and culture as a whole, the context of the particular message and the readability by the target audience.

3. *Skopos* (Greek for ‘purpose’ or ‘goal’) Theory

- The *skopos* is the overriding factor governing either the choices and decisions made during the translation process or the criteria based on which a translation is assessed.

- Translating is thus seen as a purposeful activity: it essentially means ‘to have a *skopos* and accordingly transfer a [text] from its source-culture surroundings to target-culture surroundings, which by definition are different from the former.’

4. Role of Norms in Translation

- Preliminary Norms are those deciding the overall translation strategy and the choice of text to be translated.
- Initial Norms regulate the translator’s decision to adhere either to the source text or to the target culture.
- Operational Norms govern the decisions taken during the act of translating.

5. Text Typology

- The basis for typology is the assumption that any given text is the concrete realisation of an underlying ideal type characterised by an overall rhetorical purpose and that this purpose is the most salient in relation to the context.
- The three main types identified are: *exposition, argumentation and instruction*.
- *Exposition* is defined as a text type presenting in a non-evaluative manner, concepts, objects or events.
- *Argumentation* is the evaluative presentation of concepts; it can take the form of ‘through-argumentation’ or ‘counter-argumentation’
- *Instruction* is a text type focusing on the formation of future behaviour and can be ‘with option’ or ‘without option’.
- The implications for translation of such a classification can be summarised as: the text is the structural unit that informs the translator’s decisions about choices at other levels; these decisions are largely taken in light of the rhetorical purpose of the text, which is also the basis for the assessment of translated texts.

Translation Strategies

1. Free Translation

- It is usually taken to concentrate on conveying the meaning of the Source Text (ST) disregarding the formal or structural aspects of the Source Text.
- Free translation remains a difficult notion to define and probably the best way of characterising it is to view it as translation that deviates from the 'hegemonic norms' that establish, in a given period or community, what faithful translation is. Thus, where faithful is equated with sense-for-sense, a free translation will be one that takes greater liberties with the ST, but where the dominant norm sees faithful translation as word-for-word, then sense-for-sense will be seen as a form of free translation.

2. Transposition

- Transposition involves replacing one word class with another without changing the meaning of the message.

3. Expansion

- To use more words in the Target Text in order to re-express an idea or to reinforce the sense of a word from the Source Text because its correspondence in the Target Language cannot be expressed as concisely.

4. Omission

- If the meaning conveyed by a particular item or expression is not vital enough to the development of the text to justify distracting the reader with lengthy explanations, translators can and often do simply omit translating the word or expression in question.

5. Modulation

- Modulation is a variation of the form of the message, obtained by a change in the point of view. This change can be justified when, although a literal, or even transposed, translation results in a grammatically correct utterance, it is considered unsuitable, unidiomatic or awkward in the Target Language.
- It can involve negation or other types of changes such as transfer from abstract to concrete meaning or from part to whole.

6. Transliteration

- Transferring a Source Language word to a Target Language phonological lexical unit either because the Target Language does not have a lexicalized correspondence, or for stylistic or rhetorical reasons.

7. Through-Translation

- The literal translation of common collocations, names of organizations, the components of compounds and perhaps phrases.

8. Denominalization

- A translation method by which a nominal structure of the Source Text is put into a verbal structure in the Target Text.

9. Recasting

- To modify the order of the units in a Source Text in order to conform to the syntactic or idiomatic constraints of the Target Text.

10. Literal Translation

- Literal, or word for word, translation is the direct transfer of a Source Language text into a grammatically and idiomatically appropriate Target Language text in which the translators' task is limited to observing the adherence to the linguistic servitudes of the Target Language.

11. Metaphrase

- Translating word by word, and line by line, from one language into another, which corresponds to literal translation.

12. Paraphrase

- The author is kept in view by the translator so as never to be lost, but his words are not so strictly followed as his sense, which is to be amplified but not altered. This involves changing whole phrases.

13. Foreignisation

- A global translation strategy aimed at rendering the Source Text conspicuous in the Target Text, or at avoiding the fluency that would mask it being a translation. It deliberately breaks the convention of the Target Language to preserve the meaning of the foreign text.

14. Domestication

- A global strategy of translation aimed at producing a transparent, fluent style in the Target Language, where the translated text conforms to the culture of the Target Language. This strategy is concerned both with the mode of linguistics and stylistic transfer chosen for foreign texts and with the choice of content within the texts to be translated.

Translation Genres:

1. Advertisements

- Texts that are used to inform about a product or service, to persuade/influence readers to perform a particular task (e.g. making purchases) or to maintain awareness/interest of a specific subject matter (e.g. targeted product/service).
- The texts may be commercially or non-commercially produced (e.g. public service advertisement).

2. News Articles

- Texts which aim to provide the factual report of an event, usually presented in a straightforward style without editorial comment.

3. Speeches

- Texts which record a formal address or discourse delivered verbally to an audience.

4. Commentaries

- Texts which exemplify or illustrate viewpoints or opinions with reference to an accessible topic, such as a reported event or a specific social phenomenon.
- These texts may include news editorial commentaries, news forum commentaries (submitted by readers), blog entries and online forum discussion posts.

5. Reports

- Texts which come in form of official documents, as accounts given of a particular subject matter in organised formats after thorough investigation or consideration.
- These texts can cover a wide range of accessible subject matter.

6. Manuals

- Texts which provide instructions and information, usually as guidance for readers in a specific activity or in the use of a product/service.
- These texts can include the printed manual for a newly purchased electrical appliance or a set of guidelines in the application for a membership hosted online.

7. Literary Texts (primarily narrative, short in length or extracts, local texts only)

- Texts which are deemed to have aesthetic or intellectual value, often due to the ways the language is deployed from ordinary usage (e.g. extensive use of figurative and rhetoric devices).
- The texts scoped only include primarily narrative texts that are short in length and presents a local context or written by a local writer with local perspectives on accessible topics.

**All texts used can be print or digital, though static in nature (e.g. excludes audio-visual translations).*



SECTION 3

PEDAGOGY

Pedagogical Principles

PEDAGOGICAL PRINCIPLES

The pedagogical principles of the H2 Translation (Chinese) syllabus guide teachers in school-based curriculum planning and actual classroom practices in the teaching and learning of translation, where teachers are the facilitators of learning who enable students in attaining the learning outcomes progressively.

The four pedagogical principles are as follows:

1. **Integrated Processing**: The syllabus requires students to make meaningful connections between linguistic knowledge, translation theories and strategies to formulate strong synthesised arguments for translation choices and critique. The pedagogical approach needs to facilitate the development of such processing capabilities in the students.
2. **Authentic Contextualisation**: Translation is a highly contextualised practice anchored in authentic and applied contexts. The pedagogical approach should continue to leverage authentic processes and materials for linguistic and translation practice and analysis, to espouse the relevance of translation to students' lives in a multilingual Singapore as well as the embodied context of the discipline.
3. **Spiral Progression**: Beyond rumination, students need to learn to apply linguistic knowledge, translation theories and strategies in differing levels of scope and complexity. The pedagogical approach requires deliberate sequencing and purposeful repetition of skills and knowledge to achieve a continual growth in breadth and depth.
4. **Critical Appreciation**: As an academic subject at the H2 Level, the ability to critically appreciate translations is identified as an integral skill for the subject. The pedagogical approach should nurture the skills of close reading and in-depth analysis of the problem-solving processes observed in the translated texts.

The four pedagogical principles are interconnected to guide teaching and learning across the whole syllabus, though specific principles may be more pronounced at different stages of the syllabus. Based on the principles, teachers should then innovatively adapt and contextualise specific Teaching Processes (Figure 3) with reference to the Singapore Teaching Practice (STP), which lie at the heart of good teaching in our context.

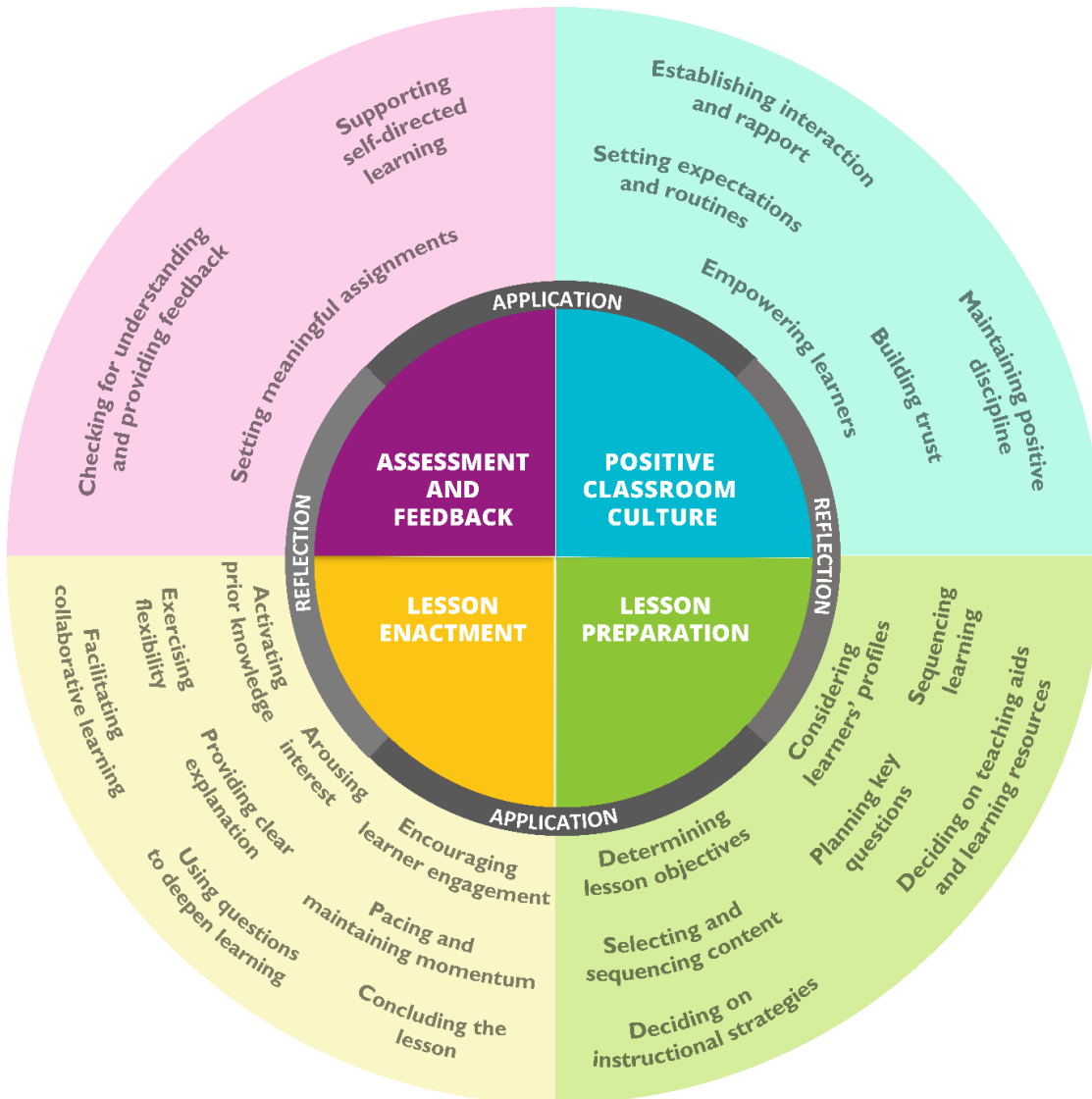


Figure 3: Teaching Processes from the STP

For example, when teachers plan the key questions to be asked during lesson preparation, they could formulate questions that aim to challenge students in making meaningful connections between linguistics and translation theories. During the actual lesson enactment, they could use talk moves to ensure that students demonstrate the in-depth analysis of problem-solving processes during translation.



SECTION 4

ASSESSMENT

Learner-Centred and Balanced Assessment
Assessment Objectives

LEARNER-CENTRED AND BALANCED ASSESSMENT

Assessment is an iterative and continuous process which motivates learning and helps learners achieve the learning outcomes stated. In particular, formative assessment in H2 Translation (Chinese) should be carried out during the instructional process through the gathering and analysis of evidence about student learning for the purpose of improving teachers' pedagogical practices as well as students' own learning practices; summative assessment serves to provide information on students' mastery of translation-related content knowledge and skills.

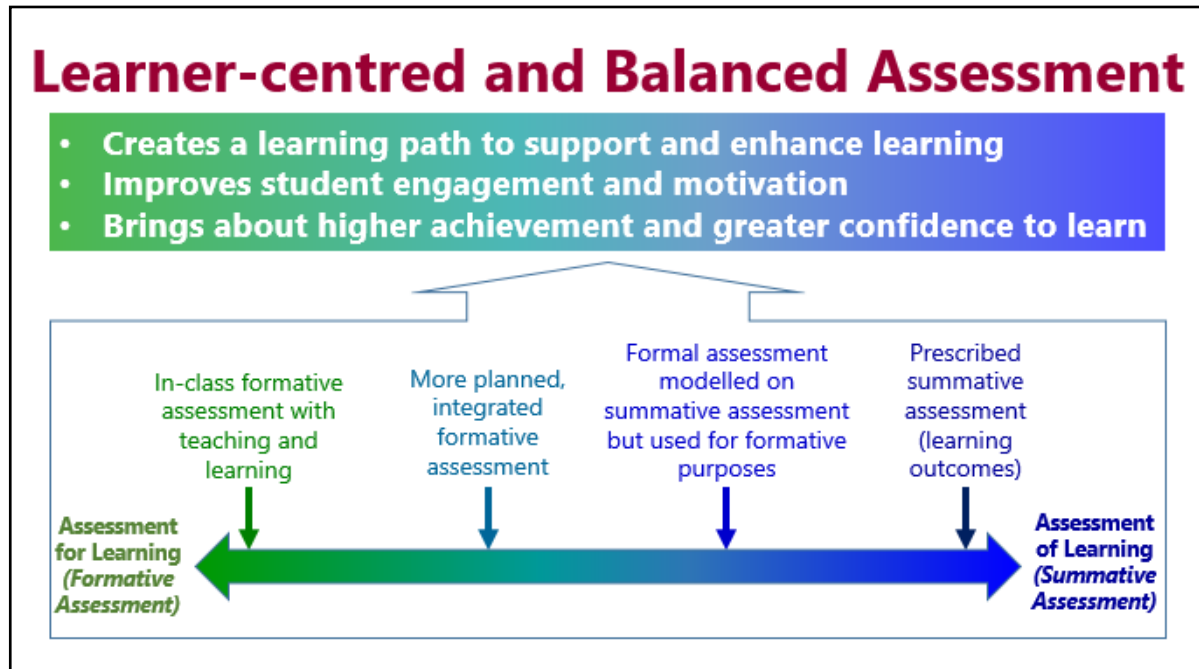


Figure 4: A learner-centred and balanced assessment system

Guided by clarity of purpose, assessment practices in H2 Translation (Chinese) aims to achieve a learner-centred and balanced assessment system as depicted in Figure 4 and create a learning path to support and enhance learning, as well as improving student engagement and motivation, through deliberate planning:

- Assessment at the introductory stage of any content area should be skewed towards in-class formative assessment with teaching and learning;
- Assessment at the consolidation stage of any content area would shift to more planned, integrated formative assessment;
- Assessment at the integration stage with a combination of content areas may shift between planned, integrated formative assessment and formal assessment modelled on summative assessment but used for formative purposes;
- Assessment at strategic periods throughout the curriculum to understand the extent of learning outcomes attainment can take the form of prescribed summative assessment (scoped properly at each juncture according to syllabus coverage).

Based on this assessment system, teachers may also identify other assessment frameworks to plan specific assessment activities. For example, the bulk of assessment activities for H2 Translation (Chinese) may centre at the integration stage according to the content organisation. As such, the Learning-oriented Assessment Framework may be useful in guiding the planning of the specific assessment activities.

ASSESSMENT OBJECTIVES

The Assessment Objectives of the 2021 H2 Translation (Chinese) syllabus are to assess students' translation skills and content knowledge and are linked to the Learning Outcomes.

Students will be assessed on their ability to:

AO1: translate texts appropriately from a variety of genres from English to Chinese and Chinese to English based on a given context;

AO2: demonstrate knowledge of differences between Chinese and English as relevant to Translation;

AO3: analyse and evaluate translations demonstrating understanding of translation strategies, theories and terminology;

AO4: analyse and evaluate the influence of contextual and cultural factors on translation, especially in relation to Singapore.

The above assessment objectives are inter-related. Students' responses will be assessed holistically on the attainment of these assessment objectives in an integrated and meaningful way.