

Know the ropes: translating

ISAF Racing Rules of Sailing 2013-2016



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Student: Maaike de Groot – 4001370
Supervisor: J.J. Spies
Second reader: dr. C. Koster
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University: Utrecht University
Faculty: Faculty of Humanities

Contents

1	Introduction.....	3
2	Defining source and target text	7
2.1	Source text: Lasswell.....	7
2.2	Target text: Skopos theory	7
3	Translating technical texts	10
3.1	Type of text	10
3.1.1	ISAF	10
3.1.2	Type of text.....	12
3.1.3	Tone of text.....	14
3.2	Translating technical texts.....	15
3.3	Translating informative texts	17
3.3.1	False friends	17
3.4	Translating legal texts.....	19
3.5	Conclusion.....	20
4	Translating for children.....	22
4.1	Target audience.....	22
4.2	Cognitive development of children	23
4.2.1	Vocabulary	26
4.2.2	Images.....	31
4.2.3	Educational value	33
4.3	Translating for children versus adults	36
4.4	Adaptation	41
4.4.1	Purification	42
4.4.2	Form of address	43
4.5	Conclusion.....	44
5	Translation	46
6	Conclusion	74
7	Bibliography.....	77
	Appendix I: Source Text.....	80
	Appendix II: CWO requirements one-man youth sailing.....	97

1 Introduction

Many books and articles have been written about translating children's literature, but not much is known about translating technical texts for children. This is quite strange, because many technical texts are available to children, such as school books. Also, there is plenty of information available on how to translate technical texts in general and how to translate adult literature. Why is it, that technical texts for children do not get as much attention as children's literature? This field of study should get more attention, because it has many interesting aspects to investigate. In particular the educational element in these texts; it differs per age group since the brain is developing during childhood and adolescence. It can be suspected that each age group has different approaches when it comes to translation. This thesis has the aim to show translation strategies a translator can use when translating technical texts for children with a practical example of translating the racing rules of sailing.

Sailing is a sport which has been around for centuries. When sailing a race, there are rules to follow, just like any other sport. The *Racing Rules of Sailing* (RRS) by the International Sailing Federation (ISAF) is a document which contains all the racing rules and is split in two parts. The first part contains the general racing rules: these apply in every form of racing and the second part contains specific rules for each discipline, such as match racing or team racing. It is beneficial for the children to start early with competitive sailing. The child has the opportunity to gain as much experience in competitive racing as possible when starting at a young age. However, the way in which the rules are stated in the RSS might be hard for children to understand. The sentences are long and complex and there are many terms that need explaining. A Dutch adaptation of the RSS makes the transition from recreational sailing to competitive sailing easier for

children. When they understand the rules, they will apply them in the races they sail.

This thesis is conducted out of a personal interest in the subject of sailing and teaching children how to sail. It is always a pleasure to see how fast children can learn when the manoeuvres are taught in a clear but entertaining way. Competitive racing is mostly taught and learned in practice, not through books. One of the few books that is considered good by the CWO and Watersportverbond for Optimist sailors is ‘Optimist Zeilen’ written by Karel Heijnen and Theo Kempen. The CWO (Commissie Watersport Opleidingen) is a Dutch organisation which makes sure that each sailing club and sailing school in the Netherlands teach the children how to sail properly with qualified CWO-instructors. The book by Heijnen en Kempen describes some of the racing rules and also the basics of sailing an Optimist. My intention is to make an educational book which teaches the children the rules of competitive sailing in theory.

As can be seen in the paragraph above, there are not any Dutch books available for children which have the full focus on the *Racing Rules of Sailing*. This is unusual, because both the ISAF and the CWO want to encourage children to start with competitive sailing at a young age. In addition, not much research has been done in the field of translation studies about translating technical texts with Language for Specific Purposes (LSP) for children. Most of the articles about translating for children are about children’s literature. Shifting the perspective from a formal tone in a technical text for experienced adult sailors to a lighter tone for inexperienced young sailors is an interesting conversion to make and to research. Multiple strategies are needed to accomplish this task. Because the translation also has an educational factor, information about children’s psychology and cognitive development is also brought to this thesis.

This thesis has the focus on translating several chapters of the first part of the

RRS. The RRS has a formal tone and can be considered a technical text with characteristics of a legal text. These rules will be translated and adapted for a young target audience (10-12 years old) who are just starting with competitive sailing in a small dinghy. The target audience is described in more detail in chapter 3. Because the source text (ST) is formal, several translation problems will arise whilst translating this text. Therefore, my main research question for this thesis is:

Which translation decisions does the translator have to make when translating and adapting the technical text *ISAF Sailing Rules* for young Dutch children?

To answer the main research question, I will need to answer some sub questions about the matter. Since the translation also deals with texts written for children, the sub questions for the main research question are:

- How do the properties of the technical text influence the translation of the RSS?
- Which strategies are applicable for making an adaptation?
- In which ways does the target audience influence the translation process?

Corpus

“The Racing Rules of Sailing govern the sport on the water” (ISAF). The organisation revises and publishes these rules every four years. The current version is 2013-2016. For the translation, I have chosen three different parts of the RSS: race signals, definitions and the rules itself. These sections were chosen because each part deals with a different translating strategy. The first segment, the ‘Race Signals’, has many pictures and short captions; the second part defines the terms that are used throughout the whole document; and the last section deals with the rules itself, which probably will be the most challenging component to translate. The basic rules are chosen for this particular

instance, because these rules apply in every type of race and they also connect to the BPR (Binnenvaartpolitiereglement), the law on water in the Netherlands.

Structure of the thesis

Both the source text and the target text are looked at on the highest level of analysis, namely the skopos theory by Vermeer. This theory is described in chapter 2. The chapters that follow elaborate on text types and target audience. Further investigation into the type of text can shed a light on which strategies can be used for the translation. The translation problems are discussed along the lines of the text types in chapter 3. An analysis about translating for children and which translation problems are present during this process is found in chapter 4. The translation is followed by a conclusion, bibliography and the appendixes with the source text and CWO requirements of one-man youth sailing.

2 Defining source and target text

The introduction showed that the RSS can be considered a technical text. However, it is important to know this for certain. It could be that other text types are present or characteristics of those text types. The following two sections define the source and target text.

2.1 Source text: Lasswell

Filling in Nord's expansion on Lasswell's formula in *Denken over Vertalen* gives a good overview about the ST: "*Who writes for what purpose to whom in which channel where when why a text with what effect?*" (146, own translation). The following answer derives from filling in the formula:

The ISAF wrote an informative and appellative document about the racing rules of sailing which is available on their website and published in book-form. The RSS is not culture-bound and the text is written for laying down the rules to be followed by every competitive sailor around the world.

The purpose of the ST is now known through the Lasswell formula. The answer of the formula shows that certain characteristics of legal texts appear by 'laying down the rules'. Chapter 3 provides information on the different text types and components. This raises questions about how to solve the translation problems which arise during the translation process and answers to these questions are provided in the same chapter.

2.2 Target text: Skopos theory

Hans J. Vermeer drafted the *Skopostheorie*, which is explained in Christiane Nord's book *Translating as a Purposeful Activity: Functional Approaches Explained*. She explains that *skopos* is the Greek word for 'scope' and 'purpose' (27). The main focus of this theory is that the purpose of the TT and the overall translational action are determined (27). The *skopos* of

the text can be determined by following the skopos terms: aim, purpose, function and intention.

1. The ‘aim’ is defined to serve as the final result which an agent intends to achieve by means of an action;
2. ‘Purpose’ is related to the concept aim, because purpose is the transitional stage to get to the aim of the text;
3. ‘Function’ is defined to look at what the text means or intends to mean to the receiver;
4. ‘Intention’ is understood to look at what the text means or intends to mean to the sender (28).

Nord elaborates on the distinction between the final two words function and intention:

‘[i]n an ideal situation the sender’s intention will find its aim, in which case intention and function would be analogous or even identical’ (28).

To define the skopos of the RSS, all these terms above should be described. The skopos of the TT of the RSS is as follows:

- The aim of the TT is to teach children the rules of competitive sailing so they can apply them in practice.
- Purpose 1 of the text is that the children read the rules with pleasure and comprehension. Purpose 2 of the text is to teach the children what the racing rules are.
- The function of the TT is appellative, informative and entertaining, because the children need to understand the text in theory before they can put it into practice.

- The intention of the TT is to be appellative, informative and entertaining, because the children need to understand the text in theory before they can put it into practice.

The skopos of the TT has been determined and can be referred to whilst translating the RSS. The function and the intention of the skopos are similar, this is because it is the intention of the translator to find the aim as described in the skopos. Also, the deeper analysis about the TT and in particular how to deal with the target audience in the translation is described in chapter 4.

3 Translating technical texts

In this chapter the specific characteristics of the RSS will be addressed. Elaboration on the type of text is the topic of section 3.1. To understand the text, a context must be given about where the text comes from and how this is used by ISAF (3.1.1). The functionalist approach by Reiss provides much information about the source text (ST) and how the target text (TT) should function. Before going deeper into the problems that can occur with legal translation (3.4), a further insight on dealing with technical translation (3.2) and translating informative texts (3.3). All the information is summarised at the end of the chapter with some additional notes for the translation in chapter 5.

3.1 Type of text

Chapter 3.1 is mainly focused on the ST and it determines the type of text. The first segment (3.1.1) gives a quick overview of the background of the text. It answers the questions: ‘Where does the text come from and which organisation is behind all this?’ The section that follows goes deeper into the text types and the functions of the text (3.1.2). The last segment of this chapter, namely 3.1.3, discusses the tone of the ST. It also looks at the problems that are present when converting the tone from the ST to the TT.

3.1.1 ISAF

While soccer has FIFA, sailing has ISAF, the International Sailing Federation. This organisation is the global governing body for the sailing sport, it is also recognized by the International Olympic Committee (IOC). This organisation has several goals, one of which is making and amending the Racing Rules of Sailing, which must be followed around the world in each racing event. Other goals of the ISAF are to develop the sport

around the world and to manage the sailing during the Olympic Games (ISAF).

The *Racing Rules of Sailing* contains all the rules used by the different types of competitive racing. The ‘Race Signals’, the general rules and all the definitions by the RSS are binding when a race is conducted. Examples of the rules in practical situations are given in the translation. To understand these examples, it is necessary to understand at least two popular types of racing: fleet racing and match racing.

Fleet racing is the most common type of competitive sailing. Perfect examples of this sort of racing are the races at Sneekweek or the Volvo Ocean Race. The length of the race can differ. Several different boats compete against each other to complete a course and the first boat to complete the course wins the race. A different aspect of fleet racing is that a race can be ‘one-design’ or ‘handicapped’. A one-design race means that everyone competes in exactly the same boat: the same design, the same hull, the same sail area etc. A handicapped race means that different boats from distinctive classes compete against each other. This means that after the race a formula is applied to the scores to adjust the finish times. Another possibility is that the slowest boats get a head start (ISAF). The children racing in the Optimist are most likely to participate in the ‘one-design’ type of competitive sailing.

Another popular form of racing is match racing, which is also an Olympic event. The America’s Cup for example is a popular match racing event, two identical boats compete against each other in a race. A race has a duration of approximately twenty minutes. This one-on-one duel involves many strategic decisions and the excitement already begins with the pre-start battle. The two boats try to give penalties to each other, in order to gain advantages for themselves. The reason for this is when a boat is given a penalty, that boat must turn a full circle before continuing the race or the start procedure.

The advantage of the other boat is placing itself in a good position for the starting line. In addition, there are also other types of racing, like team racing and radio sailing, but fleet and match racing are the most common.

The ISAF is an international organisation which concerns about the sailing sport around the world. Because of the international character of the ISAF, the rules in the RSS are not culture-bound. There are consequences for the one who broke a rule. The protest committee will decide what these particular consequences will be. Because of these repercussions, the *Racing Rules of Sailing* is also considered a legal text. This means that there are translation strategies needed to cover all the details in the legal text. More details on translation problems with legal texts are in section 3.4.

3.1.2 Type of text

The ST has a formal tone. Since the text is a set of rules, it is possible to see the text as a technical text with an additional classification of a legal text. Sue Ellen Wright states in her chapter in the *Handbook of Translation Studies* about scientific translation that “[t]he subject field of the text is coordinate with its special language” (245), also called ‘Language for special purposes’ (LSP). In this case, the LSP would be the sailing jargon used in the RSS. Examples of such terminology are ‘tacking’, ‘gybing’ and ‘leeward’. LSP is discussed more extensively in section 3.2.

Although the text is not tied to a national legal system, there are consequences when the rules are ignored. The RSS can still be considered a legal text because of the implications the rules have and how these rules are formulated. ISAF is the organisation which makes sure that these rules are carried out in a correct way. Also, the rules are applicable in every race around the world. In a race, there is a protest committee where sailors can enlist their protest or objection against the boat of a competitor. The protest

committee will then investigate the situation and decide whether the accused party gets a penalty or not. Disqualification is one of the outcomes of such a hearing. Other outcomes such as point deduction or time loss are also possible, this depends on the decision of the protest committee.

Leon Wolff describes in his chapter about legal translation in the *Handbook of Translation Studies* that “legal texts have diverse purposes and impacts” (233), in this case it would be informational, binding and generally applicable. He also believes that legal translation is not “a particularly challenging translational activity” (235). These type of texts are system-bound and are not only for the eyes of legal specialists or members of the court: “[t]hese documents are as much informational as prescriptive” (235). This last statement by Wolff applies directly to the RSS.

The function of the text is not yet determined by sorting out the domains the text belongs to. In Reiss’ article “Type, Kind and Individuality of Text: Decision Making in Translation” is described the different communicative functions of a text. The RSS is informative and appellative, because it is a factual text focused on the content (informative) and it also gives instructions (appellative) (124). The following two examples are from the ST and show the functions of the text.

Example 1 (informative function):



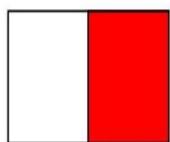
Blue flag or shape. This race committee boat is in position at the finishing line

(no sound)

Example 2 (appellative function):



N over H All races are *abandoned*. Further signals ashore.



The second example gives instruction for the boats to go back to the shore to receive further instructions, whereas the first example informs the sailors where the race committee boat is positioned.

Overall, it can be said that the *Racing Rules of Sailing* is a technical text, but also a legal and informative text. The strategy of dealing with these types of text is to understand what the RSS means and what the children need to know in order to sail their race. The key is to make the adapted text understandable and informative. The children will not be interested in the formal tone of the rules in the same way these are stated in the RSS. In addition, the reading comprehension will be lower because of the complex sentences. In order to enhance the reading comprehension, the tone must be less formal and more explanatory to bring the same message across. Further elaboration on reading comprehension is in chapter 4.

3.1.3 Tone of text

The previous section stated the type of text and briefly the tone of the text: a technical text with a formal tone. The translation has a lighter tone and is in coherence with the more informal type of text. One big translation problem regarding the formal tone is that the ST makes references to other rules within a rule. These references to other rules must be dealt with, in order to make a correct and understandable text for children. There are two possible solutions to this problem: omit the references and replace the references with a short explanation of the mentioned rule. The second solution would be the most suitable in most cases, because the reference is made within another section of the rule, for example:

<u>Racing Rules of Sailing</u>	<u>Suggested translation</u>
<p>18.2 Giving Mark-Room</p> <p>(a) When boats are <i>overlapped</i> the outside boat shall give the inside boat <i>mark-room</i>, unless rule 18.2(b) applies</p>	<p>18.2 Merkruimte geven</p> <p>(a) Als boten <i>overlappen</i>, zal de buitenste boot <i>ruimte bij de boei*</i> geven aan de binnenste boot, behalve als de regel hieronder van toepassing is.</p>

The asterisk is an addition by the author to show that a simpler form of ‘mark-room’ is used for the translation. The official translation is ‘merkruimte’, but all the young sailors are taught ‘ruimte bij de boei’ until they have reached a new level. The translation describes the term ‘merktekenruimte’ in the chapter ‘Definities’. The terms are interchangeable and this is made clear in the translation. The reader will know that ‘ruimte bij de boei’ and ‘merktekenruimte’ are the same and what it means.

An addition to this particular rule would be a picture of the situation. This would explain the entire rule in one image. The addition of images would also make the text less formal, because the look and feel of the text is very different with images than without. Next to that, adding images has an educational value, because these explain difficult situations and make it concrete for the young readers, as explained in section 4.2.

3.2 Translating technical texts

Klaus Schubert argues in his chapter “Technical Translation” in the *Handbook of Translation Studies* that technical translations “are covert translations, which means that the necessities of the target situation override any equivalence requirements” (352). Also, Schubert writes that the main characteristics of a technical translation are “selection of content, the sequencing and the access structure” (352). Both these statements show that

although the form is important, the message is even more important.

In terms of language, the term LSP is often used to describe the language in technical and scientific texts. Examples of features of LSP are: Terms, morphological forms which are not common in the general language and longer compounds. These characteristics are also noticed in the general languages, but in lesser form (Schubert 353). Christopher Taylor argues in “Which Strategy for Which Text? Translation Strategies for Language for Special Purposes” that the perception of LSP is only that the larger domains such as biology, technology and medicine contain such language, but it is much broader than that. Taylor states that domains such as “basketball, or stamp collecting” can also be considered as LSP (28). In this case this would mean that sailing can be considered an LSP. The nautical terms underlined by the author of this thesis in the following passage are an example of LSP in RSS.

After a boat passes head to wind, she shall keep clear of other boats until she is on a close-hauled course. During that time rules 10, 11 and 12 do not apply. If two boats are subject to this rule at the same time, the one on the other's port side or the one astern shall keep clear. (12-3)

Together with LSP, usage register is also an important component in technical translation. This term is according to Wright interchangeable with the known term ‘register’ (247). The text is completely focused on the expectations of the end-user. Wright argues that:

Differences in usage register can trigger variations in terminology and style, as well as in the general language matrix surrounding special language. Depending on situational factors and the projected target

audience, a given concept may be designated by variant terms reflecting different registers within the same special language. (247)

For example peer-to-peer scientific communication requires a different register than specialists to lay people. This argument proves that the sailing terminology can be used in the annotated translation, but the register and diction has to change within the domain of sailing in favour of the knowledge of the children.

3.3 Translating informative texts

One of the functions of the text is to inform the reader. To accomplish this, the message of the text must come across as clearly as possible. The TT should have the same functional equivalence: '[i]f the SL text is written to convey contents, these should also be conveyed in the TL text' (Reiss 127). However, the nautical terms present in the ST prove to be a challenging factor to achieve clarity in the text. There are some false friends in the ST which forms a translation problem for the TT. When these false friends are taken care of, the text can function properly as an clear informative text.

3.3.1 False friends

Chamizo Domínguez and Nerlich describe in their article that there are two common categories of false friends: chance false friends and semantic false friends. Chance false friends are words in two or more languages that are graphically and/or phonetically similar, but these words do not have any etymological or semantic overlap. Semantic false friends do have this overlap, but the meanings have deviated from each other (1836).

The most nautical terms find their origins in the English and Dutch language. Nautical and maritime bilingual or multilingual dictionaries are not that common, and most of them contain false information by giving the wrong term or spelling. Two examples of this are the terms 'sailing school' with the Dutch translation 'zeil school'

instead of ‘zeilschool’¹, and the term ‘close reach’ which is translated as ‘dichtbij’ instead of ‘aan de wind’². It is therefore important to look for solutions for these translations through other means. Another reason to investigate the terms is because terms can look quite similar, but have complete different meanings. This section deals with this translation problem by showing two possible false friends and the correct Dutch solution by researching the etymologies and definitions of the terms.

The first terms that are discussed are ‘port’ and ‘starboard’. Starboard is the right side of the boat (as seen from back of the boat to the front) and port is the left side. However, port has several meanings and during a match the sentence “TO PORT” can be hailed. This does not mean that the boats must go to the closest harbour or get a drink, but that the boat must tack or gybe in order to put the sails on the other side of the boat. This word can be classified as a chance false friend. ‘Port’ used to be called ‘larboard’, because ‘lade’ means ‘the deck where the cargo is placed’. However, hailing ‘starboard’ or ‘larboard’ raised a lot of confusion, so the term is changed to ‘port’ in the twentieth century, because the ships would dock with their left side to the port, to make loading cargo easier and because the helm/steer was on the right side (OED n.6).

An example of a semantic false friend is the difference between ‘tack’ and ‘to tack’. The noun ‘tack’ and verb ‘to tack/tacking’ look and sound similar, but these have slightly different definitions and translations:

<u>Term</u>	<u>Definition (OED)</u>	<u>Translation</u>
Tack	The course of a ship in relation to the direction of	Boeg

¹ Source: "Nautical Terms Translated." *Sail the Net*. Sail the Net, n.d. Web. 20 May 2014. <http://www.sail-the-net.com/translate%2Ftranslation_of_nautical_terms.>>.

² Source: "C." *Multi-lingual Nautical Dictionary*. N.p., n.d. Web. 20 May 2014. <<http://www.nauticaldictionary.org/home.php?lan=gb&l=c>>.

	the wind and the position of her sails (<i>n.6</i>)	
1. To tack 2. Tacking	1. To alter the course of (a ship) by turning her head to the wind. 2. Also, to work or navigate (a ship) against the wind by a series of tacks. (<i>v.9</i>)	1. Overstag 2. Opkruisen (also called 'laveren')

This table shows clearly the two different meanings of similar looking terms. It is now important for the translator to put both translation problems into context to see which definition should be used in order to keep the coherence and clarity.

3.4 Translating legal texts

In his article “What’s so Special about Legal Translation?” Malcolm Harvey questions the definition when a document can be considered a legal text. Many theorists believe that legal language only exists between specialists. This would leave the communication between lawyers and non-lawyers out of the definition. Harvey suggests that theorists must think about a broader definition: “A more inclusive definition of what constitutes a legal text would cover documents which are, or may become, part of the judicial process” (178). As explained earlier, the RSS do have consequences, the rules can be broken and there is a hearing for the people who filed a protest against another boat. In the broadest sense, this piece of text can be seen as a legal document which is part of the judicial process. An illustration of the RSS as a legal text is the following:

A competitor shall comply with the World Anti-Doping Code, the rules of the World Anti-Doping Agency, and ISAF Regulation 21, Anti-Doping Code. An alleged or actual breach of this rule shall be dealt with under Regulation 21. It shall not be grounds for a

protest and rule 63.1 does not apply. (11)

References to other regulations and consequences show that this particular regulation is part of a judicial process.

Considering that the RSS is a legal text which is going to be adapted into an understandable piece of text for young children, normal translation strategies for legal texts must go overboard. “The courts should determine legal purport; the translator should stay true to the underlying legal form” (Poon qtd. by Wolff; 236). In this case, the courts can be replaced by the ISAF and the translator must make sure that the underlying legal form (thus the rules) is still present in the T^T. Wolff also argues that “[f]ree translations are subject to constraints of relevance or permissible clarification” (241). The last strategy, permissible clarification, is a strategy that will be widely used whilst translating the RSS, since the target audience drastically differs from the source audience, but the function of the text (namely informative and appellative) remains the same.

3.5 Conclusion

This chapter focused mainly on the different text types and how the translation problems can be solved when translating the ST. It has become clear that each type of text has its own translation strategies. The main strategy that will be used in the translation will be the clarification strategy, as suggested by Wolff. Another important element to look out for is the presence of false friends. The translator must look thoroughly at the ST to make sure that the correct meaning is used in the translation.

The tone of the text was also discussed in this chapter. The ST has a formal and neutral tone, but the ST must become much more informal and lighter tone. How to accomplish such a large shift is discussed in chapter 4. All the suggestions and solutions in this chapter will be used in the translation.

4 Translating for children

Technical texts need specific translation strategies such as clarification to make the text understandable for children. But what else should be kept in mind during the translation process? This chapter describes the target audience in detail (4.1). This description includes the cognitive development of children and the learning process (4.2), how translating for children differs from translating for adults (4.3), and what a translator should take into account while making an adaptation of the ST (4.4). The chapter closes with a conclusion and some notes about the translation that follows.

4.1 Target audience

As mentioned in the introduction, the target audience of the annotated translation is aimed at young sailors between the ages of ten and twelve; children who have just begun with sailing and racing. Because the target audience states ‘sailors’, a frame of reference is needed to know what the children all (should) know when they are starting with racing. It is most likely that these children sail in an Optimist, because this is one of the most common boats for small children from the age of eight to learn how to sail (see fig. 1). The Optimist is a small single person boat for children from eight to approximately twelve years old. Since the smaller children up to ten years old do not immediately participate in the races, the target audience for this annotated translation is Optimist sailors from ten to twelve years old.

This is the most likely age that the children have obtained their

CWO III for one-man youth sailing. The Dutch CWO III requirements are in Appendix II. As mentioned before, CWO is the leading sailing organisation in the Netherlands. Many sailing schools and clubs have

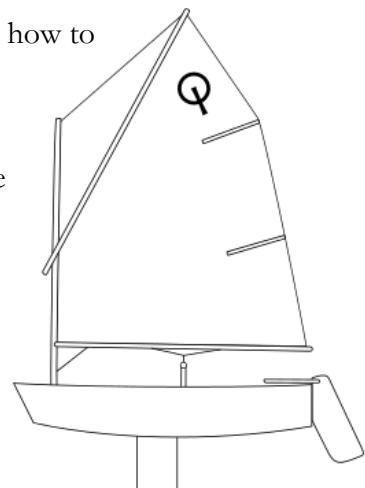


Figure 1 Source: Wikipedia
‘Optimist (zeilboot)’

joined and the requirements of the diplomas are established by the CWO. The diplomas of the CWO consists of different levels: I, II, III and IV. For most disciplines, level IV is the level of the instructor. As an instructor you are allowed to teach other children when you are 16 years old or older and have CWO IV in the non-youth disciplines such as keelboat (e.g. Valk) or centreboard boats (e.g. Laser). The one-man youth discipline can be done in an Optimist and the highest level a sailor can get in this particular discipline is CWO III. One of the requirements for this level is becoming familiar with competitive sailing. During the research, these requirements of the third diploma of youth sailing are used to see which sailing terms the children know. These requirements help to shape the target audience.

Not only are requirements needed from a sailor's point of view, but these are also needed from an educational and scholarly point of view. The vocabulary level and the reading comprehension level of the children are described in paragraph 4.2.2. It is also important to keep the learning process in mind during translation, since the translation also has a certain educational value (see 4.2 and 4.2.3). All these elements give also extra information about the target audience.

4.2 Cognitive development of children

The children who read the translation are in the middle of their physical growth and mental development. Not only do they learn new subjects at school, but they also learn social norms and conventions. This section focuses primarily on the cognitive development in children. The other sections in this chapter are more focused on the practical side: a concrete framework about the knowledge of vocabulary is in 4.2.1, the importance of adding images to the translation in 4.2.2 and the educational value is in the last section of this chapter.

Jean Piaget's stages of development

Jean Piaget was a pioneer in the field of cognitive development. Although his works received much critique, his four developmental stages of a child are still used today. The four developmental stages are:

- sensorimotor stage (0 – 2 years old),
- preoperational stage (2 – 7 years old),
- concrete operational stage (7 – 11 years old),
- formal operational stage (11 years and above).

It is important to keep in mind that the ages next to the different stages are indications. Each child develops in a different way, but the information given by Piaget are general assumptions and guidelines.

The first stage mainly relies on the trial and error process, the infants learn through grasping objects and their reflexes. The infant has no other point of view than their own. According to Piaget, this is called *extreme egocentrism* (qtd. by McLeod). The preoperational stage has a lesser form of egocentrism. However, the child still assumes that the humans around him or her see the world from exactly the same perspective as the child. Another key element of this stage is that the children give human feelings and intentions to inanimate objects, such as dolls and teddy bears. This phenomenon is called *animism* (McLeod).

As can be seen above, the age of the target audience falls in the concrete operational stage and partially in the formal operational stage. Both stages are more extensively explained in the following paragraphs.

Concrete operational stage

According to Saul McLeod, Piaget considered this stage as a major turning point in the child's life, because the child begins with logical or operational thought. The term *conservation* is important in this stage: the child gradually understands more and more that the appearance of something can change, but the object itself does not. So, if someone takes two pieces of string that are the same length, but one is straight and one is fumbled, the child may reply that the fumbled string is the shorter one. When a child gives this answer, conservation has not been reached yet (McLeod). Another important aspect of this stage is that the children can think logical (or in other words: concrete) but are not able to think hypothetically.

Formal operational stage

When a child enters adolescence, the brain has the capacity of more abstract reasoning than before. The child is able to think of hypothetical situations in his or her head. A result of abstract reasoning is that the children can imagine the outcome of a hypothetical situation. Not only does that say that the child is able to do math, but also to think more creatively to come to a solution.

A clear example for the distinction between the two stages is given by McLeod. He states that the question "If Kelly is taller than Ali and Ali is taller than Jo, who is tallest?" separates the child in the concrete operational stage from the child in the formal operational stage. A child who is in the former stage must draw a picture in order to answer the question. Thus, he or she must have a concrete representation of the situation. A child who is in the formal operational stage is able to reason the answer in their heads.

The way in which the child thinks has now been established. The child is mostly

thinking in concrete terms and it is best to say that the target audience is in the concrete operational stage. If it happens that there are children in the formal operational stage who read the translation, they can still understand it. If the translation is written for the level of the formal operational stage, there is a large chance that the children who are in the concrete operational stage will not understand the text because of their thinking patterns.

4.2.1 Vocabulary

Next to cognitive development, language acquisition is an important factor. For the translator it is important to know how the children think, but also to know their level of vocabulary and reading comprehension. The following pages is about creating a clear image of this level.

Level of vocabulary

A framework is needed in order to keep the target audience in mind during the translation process. Children around the aforementioned age are still in primary school in the Netherlands, but are in secondary school within a year or two. The Ministerie van Onderwijs, Cultuur en Wetenschap (Ministry of Education, Culture and Science) has created a framework to measure the proficiency levels of children on different aspects of language and mathematics. The “Referentiekader Taal en Rekenen: Referentieniveaus” (the Frame of Reference Language and Mathematics) explains the different levels of reading proficiency and which level a child should have when he or she is in a particular class. These rules are implemented in the Dutch educational system since the first of August in 2010. The goals of these guidelines are to create more overlap in the different school systems, since they were vastly different before and therefore also led to different results.

Figure 2 below shows the different levels. This frame of reference consists of two levels: F and S. The F-level is the Fundamental level and the S-level is ‘streefniveau’ (target level). To function properly in the Dutch society, one must master level 2F.

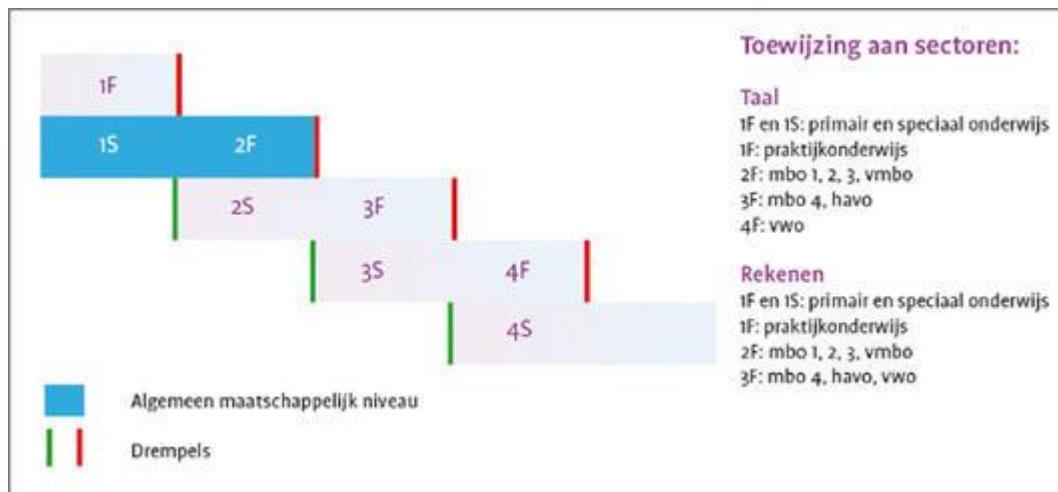


Figure 2 Source: “Referentiekader Taal en Rekenen” Taal en Rekenen, 2009.

The level that the translation aims for is 1F. A child with the level of 1F should be able to read a simple structured text with headings about a subject that is familiar to them. The text should have short sentences and the child is also able to look up unknown words in a dictionary (“1F Lezen Leerlingentaal”).

The level of vocabulary is important to know whilst translating, but it is necessary to make this more specific. In 2009, the UvA-RUG started a large language project which focused on the reading skills of primary school and secondary school students. The large project was divided into four smaller projects: Vocabulary, Diaword (diagnostic vocabulary test), Language portfolio, and Reading outside school times (digiwak.nl). The Woordenlijst Amsterdamse Kinderen (WAK) is the result of the first project, Vocabulary, where they have assembled a word list for the classes 3 to 8. The goal of the WAK is to create a concrete framework for the teachers and the ministries and connect

this framework to the Frame of Reference Language. In addition to the lists per group, the researchers also made an estimation of the amount of words a child must know at a certain age (see figure 3 below).

Age	Estimated amount of words in the vocabulary of a Dutch Child
10	11.000
11	14.000
12	17.000

Figure 3 Source: digiwak.nl

It is relevant to know what kind of words the children understand, since there is a correlation between vocabulary and reading comprehension. When a child has a limited vocabulary, they tend to avoid reading, because this activity costs a lot of effort. Prichard and Matsumoto state in their article “The Effect of Lexical Coverage and Dictionary Use in L2 Reading” that the *lexical threshold theory* by Laufer is important to reading comprehension, next to topic familiarity, strategy use, and grammar knowledge. They say that “readers need receptive knowledge of at least a certain percentage of words in the text, often suggested as 95% or 98%, to enable comprehension” (207).

With this information in mind, the subject of the annotated translation immediately becomes a difficult task. The sailing terms that are in the RSS are not words that are in the WAK. This means that one of the translation strategies must be explanation, in order to improve the reading comprehension of the children. However, not all sailing terms need clarification, because they should know different terms according to the CWO III requirements. The WAK can be used as a tool for reference and during explanation to check whether the children can understand the explanation that is given instead of the terms.

“Writing for children is a delicate art” according to Gillian Lathey in her article “The translation on Literature for Children” (205). Lathey also explains that the ability to formulate complex ideas with clarity and simplicity is needed, otherwise young children “may be confused by multiple embedded clauses, non-finite constructions, or the use of the passive voice” (205). Simple language is needed when translating and adapting for children. During the process of translating the RSS, the WAK will be used as a reference to check whether the vocabulary used by the translator is appropriate for the children in group 8 who are striving to achieve level 1F of language proficiency.

Examples vocabulary problems

The comprehension level of the children has been covered in the previous paragraph, and this paragraph deals with examples of the vocabulary of children of the ages 10 to 12. The following table contains such examples:

<u>Racing Rules of Sailing</u>	<u>Suggested translation</u>
Sportsmanship (10)	Sportief gedragen
Adequate life-saving equipment (10)	Geschikte reddingsmiddelen
Exoneration (17)	Vrijstelling (iets niet hoeven doen)
Come within hail (Race Signals)	Kom binnen roepafstand

As the table shows, there are several translation strategies applied whilst translating these words. The direct translation of ‘sportsmanship’ in Dutch (sportiviteit) is not present in the WAK, however, ‘sportief’ is and in the right category: ‘Bewegen, sport en spel’ (Movement, sports and games) and ‘Wat vinden we ervan?’ (What do we think of it?). The second line in the table is all about the adjective ‘adequate’, ‘adequaat’ is yet unknown for the little children, in contradictory to ‘geschikt’. The third word does not

have a synonym which conveys the correct message, so the choice has been made to shortly explain what the difficult term means. The last word in the table has an odd Dutch translation, which was for the author also an unknown term: ‘praai afstand’. It is defined as a nautical term, but it also means ‘toeroepen’ and ‘roepen naar’ (Van Dale). So, the definite translation is a combination of the original meaning and the synonyms: ‘roepafstand’. This is because the sentence ‘Come within hail’ asks for a distance or a zone. The verb ‘to hail’ will be translated as ‘toeroopen’. The main translation strategies which are effective for this type of problems are explanation, but most of all looking for simpler synonyms or descriptions of the word. The effect of this is that the child will continue reading, because he or she easily understands the words and does not have to put too much effort into the reading process. Also, when a simpler form cannot be found (as can be seen with the word ‘vrijstelling’), an explanation will not disturb the process of the reading comprehension, because the description is already given and the child can connect the description to the term and learn from it.

Sailing terms

Sailing terms are considered as a LSP. As mentioned before, the children learn many of the LSP through the certificates and diplomas of CWO. The CWO provides all the information and tools to teach a person to sail.

Furthermore, it is important that the sailor knows all the basics and theory of sailing, thus basic terms like the points of sail, gybing and tacking. It is easier to communicate with the sailors when they know these terms and manoeuvres, certainly because the sailors must be able to show these manoeuvres up to wind speeds of 5 Beaufort. Also, it is much safer to hail ‘TACK’ than ‘LUFF YOUR BOAT THROUGH THE WIND AND SAIL CLOSE BEAM ON STARBOARD’ with 5 Beaufort. Now,

knowing the terms, the children can focus on their own boat and their sail instead of concentrating on what the instructor is trying to say and/or yell. In addition to practical techniques, it is also important for these sailors to know the theory of the beginnings of competitive racing and the BPR. The BPR has terms like leeward, windward, port and starboard. The terms the Optimist sailors already should know which concern competitive racing are: Olympic course, start, finish, beating, planing, windward shore and lee shore (App. II). The remaining terms, e.g. mark-room and overlapped, should be explained in the translation, because these are not in the CWO requirements.

O'Sullivan elaborates on the child reader and the competence in her book *Comparative Children's Literature*, where she argues that children's competence in literature is an individual process and it is influenced by many internal (e.g. background) and external factors (e.g. education) (91). In addition, she comments on lexical items which are unknown to the child due to cultural differences or that it is still unknown information to the child. She claims that elements from a foreign culture can be surprising or intriguing and that they might require the strategy of domestication and clarification. She uses the word 'might', because there is no empirical evidence for this argument (94). However, when looking at this with the notion that a technical legal text must be translated for children, the strategies of domestication and clarification seems to be a logical choice.

4.2.2 Images

As mentioned before, translators must strive for complete simplicity when it comes to translating for children. This is because the children are not able to think in an abstract manner yet. Also, the children must understand what message the text is trying to convey. To make sure that the message comes across clearly, the addition of images can

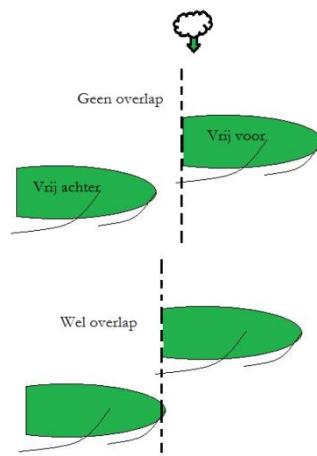
be useful. Perry Nodelman states in his article “The Implied Viewer: Some speculations about what children’s picture books invite readers to do and to be” that pictures and words are totally different media and both communicate messages in their own way, but “both are sign systems and share the basic qualities of sign systems” (265). However, the sign system of pictures must be understood by the reader, or in this situation: the viewer. The visual representations add further information about the object or situation depicted. Yet it depends how this particular picture is portrayed. Nodelman argues that “[t]he conventional means by which an artist or illustrator represents objects for us to convey, not just the idea or the appearance of the objects, but also, how we should think about and respond to those objects” (266). The response of the children in the situation of the RSS is understanding a complex situation which can occur during a race.

An example of the addition of an image is the explanation of the term ‘overlap’. The ST has the following definition for the term:

Clear Astern and Clear Ahead; Overlap One boat is *clear astern* of another when her hull and equipment in normal position are behind a line abeam from the aftermost point of the other boat’s hull and equipment in normal position. The other boat is *clear ahead*. They *overlap* when neither is *clear astern*. However, they also *overlap* when a boat between them *overlaps* both. These terms always apply to boats on the same *tack*. They do not apply to boats on opposite *tacks* unless rule 18 applies or both boats are sailing more than ninety degrees from the true wind (7).

Because the text itself is quite abstractly formulated, an addition of an image would explain the term even better and make it concrete. The TT has the following translation:

Vrij Achter en Vrij Voor; Overlap Een boot is *vrij achter* van een andere boot als de romp en tuig in normale positie achter de lijn ligt die dwarscheeps achter een andere boot getrokken wordt. De andere boot is dan *vrij voor*. Ze hebben *overlap* wanneer geen van hen een *vrij achter* heeft. Maar, ze hebben ook *overlap* als er een boot tussen zit die met beiden *overlap* heeft. Deze regels gelden altijd voor boten die varen over dezelfde *boeg*. Ze gelden niet op kruisende koersen, behalve als regel 18 van toepassing is (boeironden) of wanneer beiden boten lager dan halve wind liggen.



The translation has another small change in the text. The last sentence ‘ninety degrees from the true wind’ is also too abstract. The point of sail is used to make it more comprehensible for the children. In addition, the children can see a clear representation about what overlap is and what is not. A summary of all the rules is added at the end of the translation in the form of a poster. When the translation is printed into a booklet, this image can be on the back and the children instantly can look up which situation applies to their own situation. All the images added in the translation have the purpose that these help explain difficult and abstract situations to the young sailors.

4.2.3 Educational value

Kolb’s Experiential learning theory

An important factor to know about the target audience is the process of how children

obtain knowledge. This is relevant because the brains of the children are still developing, as was stated at the beginning of this chapter, and this information can help make difficult choices during the translation. David Kolb

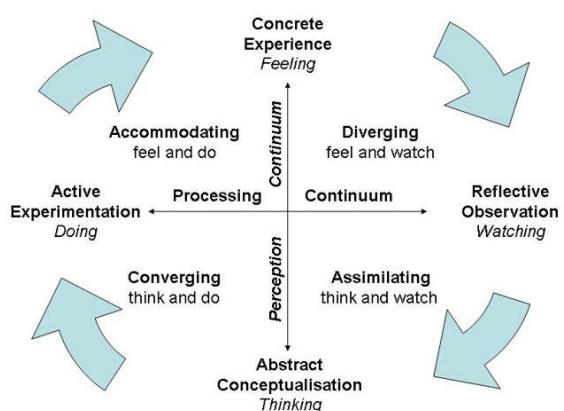


Figure 4 Kolb’s model ELT. Source: S.A. McLeod (2010)

described the Experiential learning theory (ELT) in his article “Experiential Learning: Experience as a Source of Learning and Development”, where the four stages of learning and learning styles are illustrated in a model (see fig. 4). Kolb believes in “Experiential learning; experience as the source of learning and development” that ‘learning is the process whereby knowledge is created through the transformation of experience’ (38). Experiential learning was a revolution in the 1980s, because it focused on the process of learning and how knowledge is acquired, instead of looking at the outcomes of the process. The learning cycle can be entered at any stage, because that will determine the learning style of that particular person in the learning process.

The young sailors who are trying to comprehend the *Racing Rules of Sailing* are forced to start at a fixed point in the cycle, because they have a text where the information must be put into practice. The part of the cycle where they enter is the ‘concrete experience’ stage by reading the rules and trying to understand these. The following step ‘reflective observation’ defines the discrepancies between the knowledge given and the knowledge which is understood by the learner. For instance, asking questions about the RSS or discussing practical situations and how they would act in such a situation. Sarah-Jayne Blakemore and Uta Frith describe what happens in the brains of the children during this particular step: ‘Brain cells tend to organize themselves into networks that become specialized for different kinds of information processing’ (*The Learning Brain* 127). The third step of the cycle ‘abstract conceptualisation’ is the concept of forming new ideas about the information given in the two previous steps. This could for example be a difficult situation where multiple rules can be applied, but that the sailor chooses the correct one, because that is the most logical step to do. An example of such a situation is the leeward-windward rule, where the boats are sailing on the same tack but

one boat is much bigger than the other. The rule ‘small boat gives way to large boat’ is then applied, although the two boats are on the same tack and the large ship should have given way if the two boats were the same size. The hierarchy of the rules are applied by the young child to choose the correct rule. The last step in the cycle is the ‘active experimentation’ step: here, the children will put all the rules into practice during a race or training. This is important, because high level of activity in the brain make the connections between the neurons stronger and stronger (Blakemore & Frith 127). This also explains the phrase: ‘practice makes perfect’. After that, the whole cycle starts again, because new information is given which must be processed again (Kolb; McLeod).

Examples of educational value

Educational value is important in the adaptation and the translation. This is because the children have the opportunity to learn new material and new words. It is also important for the young sailors to know why certain rules are applied or flags are hoisted. In the section ‘Wedstrijdseinen’ (Race Signals) are many additions. Many flags can have different combinations and are hoisted in distinctive situations. The ST refers mainly to the rule that is connected to the flag, and also, it is expected from the reader that he knows which situations can occur and why the flags are hoisted. Beginning competitive sailors may have sailed a match or two, but they probably do not know what the AP flag means and why this is used. Therefore, an addition is made for each section to give the most common reasons for the race committee to put those flags up. All the references to the rules in the description of the flags are explained in a few short sentences.

In spite of what is mentioned earlier about the vocabulary of the children, there are still opportunities for the children to learn new words because of this text. An

example of this is rule 30.3 ‘Black Flag Rule’, the underlined word in the ST is added by the author for emphasis:

<u>Racing Rules of Sailing</u>	<u>Suggested translation</u>
If she does so, her <u>disqualification</u> shall not be excluded in calculating her series score.	Als zij dit wel doet, dan wordt haar <u>diskwalificatie</u> meegenomen in het berekenen van de totale score van alle wedstrijden.

The Dutch word ‘diskwalificatie’ should not be used in this sentence for ‘disqualification’, because this is not a word that is in the WAK. Synonyms for the word have been looked up instead, which are ‘uitschakeling’ and ‘uitsluiting’. The preferred word would be ‘uitsluiting’, because the meaning of this comes closer to ‘diskwalificatie’, the person is not allowed to participate anymore. The word ‘uitschakeling’ sounds more like a person lost a match and cannot participate anymore because of the loss instead of a foul. After looking up both words in the WAK, it seems that a much simpler solution must be sought, because only the verb ‘uitschakelen’ in the category ‘Maken en materialen’ and the word ‘uitsluitend’ in the category ‘Lastige woorden’ are present. However, the term ‘diskwalificatie’ is still used in combination with an explanation, because it is a term which is used a lot during the matches.

4.3 Translating for children versus adults

This section is divided into two paragraphs, namely the differences between the ST audience and the target text audience and examples from the translation on how the translator deals with these translation problems.

Source audience versus target audience

The discussion immediately arises when someone talks about translating children's literature. Is it a translation that is only to be read by children, or to be read aloud by adults to children or is it for both adults and children? Gillian Lathey writes that “[t]ranslators should be aware of the stylistic features and modes of address appropriate for different age groups” (199). The main categories within children's literature are ‘preschooler’, ‘pre-teen’, and ‘young adult’. In the case of the RSS, it is only to be read by children who fall in the category pre-teen, because they are the people who must understand the rules and apply them in practice.

Another important difference between translating for adults and for children is what Rita Oittinen explains in her book *Translating for Children*, that it is important to keep in mind that children do not care whether they read the original or the translation, the child interprets, experiences and diffuses their own meaning from it (34). This means that children will not question the quality of the translation, but just want to read and experience the story or understand the information. Myles McDowell expands further on this topic when he tries to explain the difference between a book for adults and a children's book in the article “Fiction for Children and Adults”: “a good children's book makes complex experience available to its readers; a good adult book draws attention to the inescapable complexity of experience” (56). This important difference derives from the fact that adults have more world-knowledge and are likely to understand complex emotions better than children. When looking at the Racing Rules of Sailing, it is important to focus upon making complex situations simple to its readers.

Examples from the translation

Terminology is ought to be known by the source audience but most of the specific racing terms are yet unknown to the target audience. As mentioned in section 4.1, the young

sailors ought to know the basic terms such as gybing and tacking. However, a small reminder for the children is put in the translation about the points of sail. This is because the children can connect the practical knowledge they already have about the different points of sail with the theoretical knowledge on the page. When they have recognized this familiar piece of information, they will understand the pictures better in the more difficult situations, because the same icons are used throughout the translation. Pages 7 – 9 of the RSS provide definitions of the most important sailing terms during a race. A lot of these translation problems will be solved when these pages are translated in Dutch. The children can use this list as a glossary.

The requirements of CWO III are not specific about that the young sailors should know all the flags that can be used during a race, however, they should know the basic flags that are used during the starting procedure and postponement of the race. This is because those flags fall within the requirement ‘Kennismaken met het Wedstrijdzeilen’ of the CWO III. Each flag will be covered in the TT, but the most important and frequently used flags get extra emphasis in the translation. To omit some of the flags would be inconsiderate, because children who are more advanced in competitive sailing can use the section Race Signals as a glossary. These children probably do not want to use this translation anymore if not all the information is there. Although the text is specifically targeted at children who begin with competitive sailing, does not mean that more experienced race sailors cannot use this piece of text.

Another difference between the two audiences is that the intended target audience cannot think on the same abstract level as the readers of the ST. This means that several procedures explained in words in the RSS can be difficult to comprehend for the target audience. An example of this is the starting procedure with sound and visual

signals on the race committee boat. The RSS has the following table for the starting procedure:

26 STARTING RACES

Races shall be started by using the following signals. Times shall be taken from the visual signals; the absence of a sound signal shall be disregarded.

<i>Minutes before starting signal</i>	<i>Visual signal</i>	<i>Sound signal</i>	<i>Means</i>
5*	Class flag	One	Warning signal
4	P, I, Z, Z with I, or black flag	One	Preparatory signal
1	Preparatory flag removed	One long	One minute
0	Class flag removed	One	Starting signal

*or as stated in the sailing instructions

The warning signal for each succeeding class shall be made with or after the starting signal of the preceding class.

(18)

The visual signals are quite abstract and the child has to look up which flags are meant and why. A better solution for this would be to visualize this for the children. Thus meaning, using the power of image to let them help remember the flags and their meanings in the upcoming race. One of the solutions could be this:

Startprocedure



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Henk Plaatje produced the same information as stated in the *Racing Rules of Sailing*, but he made it much more concrete and understandable for the people. The difference between Henk Plaatje and the annotated translation is that Plaatje has a broad target audience and the language might be difficult sometimes for children, for example:

“Merktekenruimte houdt echter niet in ruimte om overstag te gaan tenzij hij een overlap heeft aan de binnenzijde en loefwaarts van de boot die merktekenruimte moet geven en hij het merkteken kan bezeilen na het overstag gaan” (21).

The choice of words might be simple at times, but the length of the sentence can give some difficulties for small children to understand this piece of information. In the annotated translation is a self-made version of Henk Plaatje’s representation of the starting procedure.

The length of the sentence is also a translation problem, in particular due to the different target audiences. Long complex sentences with many commas might confuse the reader of the target audience, although it looks like a simple enumeration. To simplify the enumeration in the translation, the sentence is split up into two parts. The following example concerns rule 31, “Touching a Mark”.

<u>Racing Rules of Sailing</u>	<u>Suggested translation</u>
While <i>racing</i> , a boat shall not touch a starting <i>mark</i> before <i>starting</i> , a <i>mark</i> that begins, bounds or ends the leg of the course on which she is sailing, or a finishing <i>mark</i> after <i>finishing</i> (21).	Tijdens een <i>wedstrijd</i> mag je geen enkele <i>boei</i> of <i>merkteken</i> raken die met de start en finish te maken hebben. Maar, maar je mag ook de <i>boeien</i> niet raken die in jouw gedeelte van de wedstrijd liggen.

As can be seen here in the table is that the translated rule consists of two short and simple sentences. The same amount of information is conveyed to the Dutch reader, but it is split up in different segments of information. The reader is now able to understand the first sentence, before going on to the next sentence, instead of processing all the information of the one sentence in the ST.

4.4 Adaptation

Adaptation is a term which has many different meanings, but it always comes down to the same principle: “an adaptation will usually contain omissions, rewritings, maybe additions, but will still be recognized as the work of the original author” (Sanders qtd. in Milton). It is also for instance called an adaptation when a story transfers from one medium to another, e.g. when a book is made into a film. Oittinen believes that adaptations for children are made for more than one reason: for child readers, for the parents to read aloud and to impress the national and international public (76-7). However, she also mentions that foreignising and domesticating are very delicate issues when it comes to adaptation. Two major adaptation strategies are discussed in this

chapter, namely the phenomenon of purification and the use of the forms of address in both texts.

4.4.1 Purification

Many critics have written about the liberties the translators take when they translate for children or make adaptations in contrast to translations for adults. The reason behind this is that there has been a didactic impulse in Western countries. These liberties are brought under the term ‘purification’ by Klingberg (qtd. by Lathey 200). The term describes the translation strategies which focus on bringing the text in line with the values of parents and “all those who regard themselves as responsible for the moral welfare of the young” (Lathey 200-1).

Purification is the most apparent in omissions of violence or sexual references. A well-known omission in the retellings and adaptations for children is the Grimm brother’s version of Cinderella, where the two older sisters mutilate their own toes and heel in order to fit the glass shoe. Emer O’Sullivan describes in her article “Translating Pictures” that during the translation process the original lexical items are subject to what children understand and what they find enjoyable, as long as the items are conform the conventions of the target culture (113). O’Sullivan might be hinting at purification, but she prioritises the joy of children reading the stories.

The article by Lathey describes purification purely for children’s literature and not for technical texts. However, the theory of purification can still be used in this particular case of the RSS. The underlying principle can be applied to both text types: the principle is that the social conventions are displayed and portrayed in the best way possible. The sailing world also has many social conventions. These are similar to the conventions in modern society, such as keeping the environment in account and the

fundamentals of fair play.

Although the adaptation of the RSS is meant to be didactic and informative for the young sailors, omissions are only used when the information is unnecessary for these children. For example, rule 5 ‘Anti-Doping’ will be omitted:

A competitor shall comply with the Wold Anti-Doping Code, the rules of the World Anti-Doping Agency, and ISAF Regulation 21, Anti-Doping Code. An alleged or actual breach of this rule shall be dealt with under Regulation 21. It shall not be grounds for a *protest* and rule 63.1 does not apply (11).

The reason this rule will be omitted is because young children should not interfere with drugs and doping. The translation will have a disclaimer and refers to the actual RSS, so when they are curious about how the ISAF deals with doping, they can look up the rule in the original.

4.4.2 Form of address

In addition to purification, the form of address has been changed during the translation process. On the one hand, the ST uses the neutral third person perspective, on the other hand, the TT uses an informal second person perspective, addressing the reader as ‘*jij*’ (informal you). The formal form of ‘you’ (*u*) decreases in use in the Netherlands, it is only used when an authority speaks to a younger person or when it is a special occasion. The informal form ‘*jij*’ is not considered rude anymore (Vermaas). Also, the ‘*jij*’ form is always used when someone or something addresses a child. Not only is it customary, but it also has educational value. When a child is spoken to personally and drawn into the text, the learning process is sped up, because the child is paying attention to what the text is trying to say to him or her.

Throughout the adaptation the child is addressed multiple times. The underlined

words show the forms of address in both the ST and TT. Examples from the target text can be seen here:

<u>Racing Rules of Sailing</u>	<u>Suggested translation</u>
<u>Participants</u> are encouraged to minimize any adverse environmental vessel in danger. (10)	Zorg ervoor dat <u>je</u> het milieu niet beschadigd. Dus <u>je</u> mag bijvoorbeeld niet zomaar door het riet heen varen of troep in het water gooien.
When an inside <i>overlapped</i> right-of-way <u>boat</u> must gybe at a <i>mark</i> to sail her <i>proper course</i> , until <u>she</u> gybes <u>she</u> shall sail no farther from the <i>mark</i> than needed to sail that course. (15)	Als een <u>boot</u> voorrang en <i>overlap</i> heeft in de zone en <u>je</u> moet gijpen om de <i>boei</i> te halen met de <i>juiste koers</i> , dan mag <u>je</u> niet verder zeilen dan de boei. <u>Je</u> moet de boei ronden zodra <u>je</u> kunt, anders krijg <u>je</u> straf omdat <u>je</u> andere boten niet hun <i>juiste koers</i> hebt laten varen.

As can be seen in the examples in the table, the reader is spoken to in the TT. Next to that, the language is much simpler and the sentence structure is concise, the text is made personal and speaks to the reader personally.

4.5 Conclusion

This chapter dealt with the translation problems when shifting the perspective from a formal tone for experienced sailors to a lighter tone for children. Knowing the level of comprehension and how the cognitive development of the children works gives the translator enough information for making the translation. As proven in section 4.2, the addition of images is important for the learning process of the children. All the images used in the translation are made by the translator, when this is not the case, the caption will have the correct source. Because of the addition of images, a legend must be incorporated in the TT. The reader knows from that moment on which symbols are used

for which purpose.

Not only has the translator translated the source text, but added some information too. This is purely to get everyone on the same page and the courses and points of sail can be used as mnemonic devices. The comparison between the source and target text can be made from the point that the race signals are explained.

Other important differences between the source audience and the target audience are the tone and form of address. It is essential to keep in mind that the children are always spoken to with an informal form of ‘you’. The attention span of the children will be longer when the text directly addresses the reader. The use of this particular form of address is the most obvious characteristic of the adaptation.

In summary, the information provided by the preceding chapters give a complete overview of the ST, TT and the strategies which can be used in the translation. Chapter 3 mainly discusses the text types and the challenges that are brought along with these types. The main conclusion of that chapter is that explanation is probably the most used strategy in the translation. All the strategies discussed in the chapters can be seen in the translation.

5 Translation

ISAF Regels voor het Wedstrijdzeilen 2013-2016

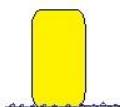
Inleiding

Dit boekje bevat de vertaling en makkelijke weergave van de 'ISAF Racing Rules of Sailing 2013-2016'. De tekst is op enkele plaatsen aangepast, zodat je de regels makkelijker kunt begrijpen. Voor de officiële tekst kun je het Nederlandse origineel raadplegen, dat is Regels voor Wedstrijdzeilen 2013-2016. De Engelse versie is beschikbaar op de website van de ISAF. Alle *schuingedrukte* termen worden uitgelegd in het hoofdstuk Definities. Dit boekje heeft als doel om met behulp van tekeningen, de basis van het wedstrijdzeilen op een duidelijke manier over te brengen op de beginnende wedstrijdzeiler.

Legenda³



Windrichting



Boei



Een stip is een geluidssein (1 seconde)



Een streepje is een lang geluidssein (4 seconden)



Vijf streepjes betekenen een geluidssein dat herhaald wordt.

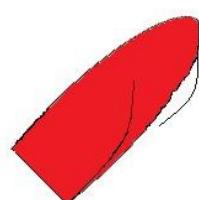
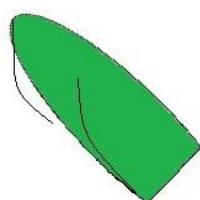
³ The addition of the legend is to make the drawings later on in the translation more comprehensible for the children.



De vlag wordt gehesen

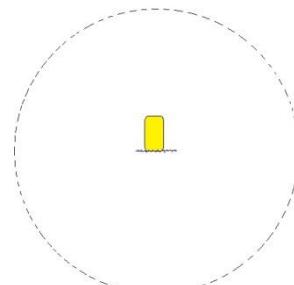


De vlag wordt naar beneden gehaald



De groene boot heeft voorrang

De rode boot moet voorrang verlenen



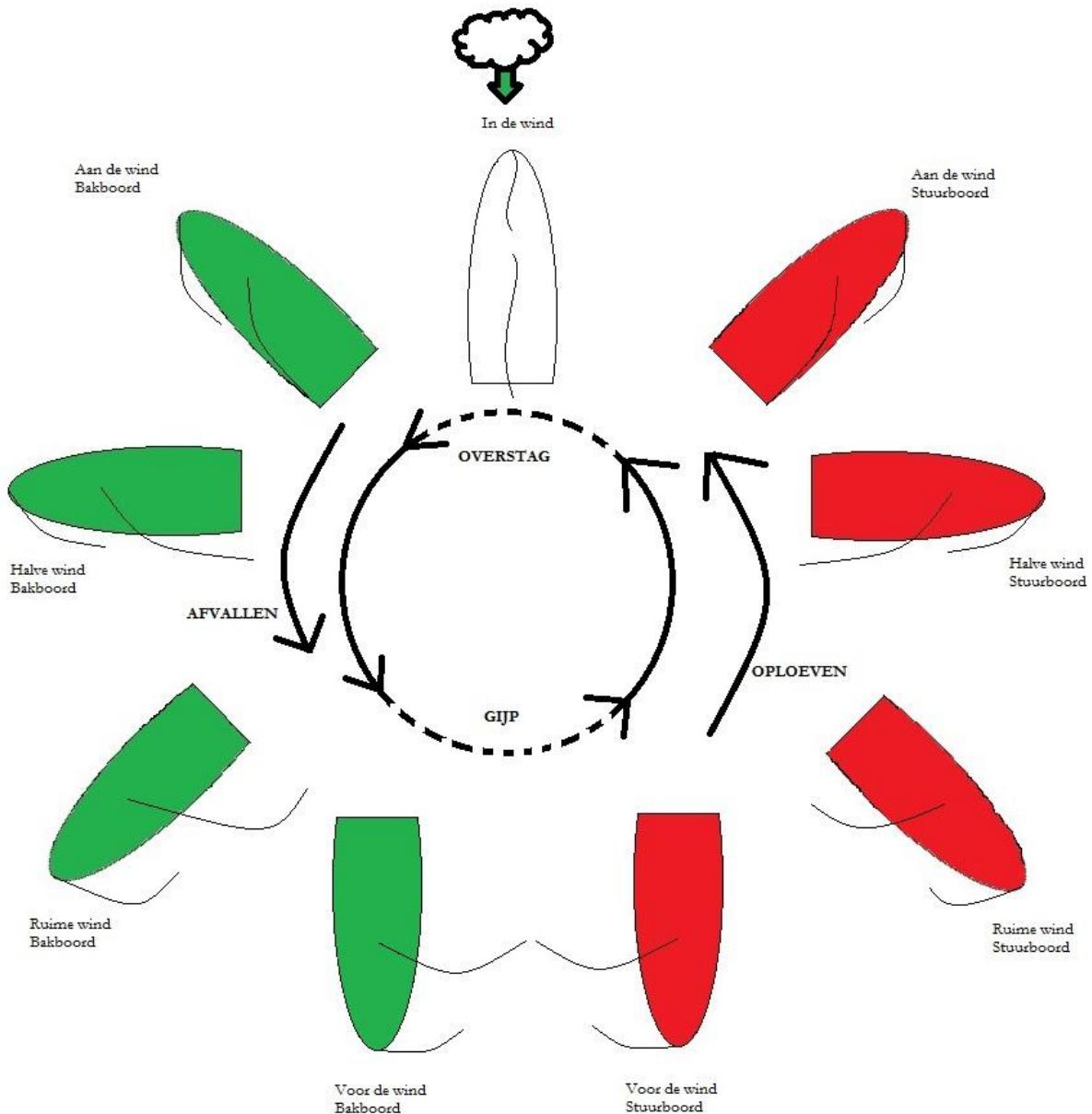
De gestippelde lijn om de boei heen geeft het gebied aan dat **merktekenruimte** heet. Bij het hoofdstuk 'Definities' is hier meer informatie over te vinden.

⑩

Het cijfer in de cirkel geeft aan welke regel van toepassing is op de situatie.

Zeilstanden en koersen⁴

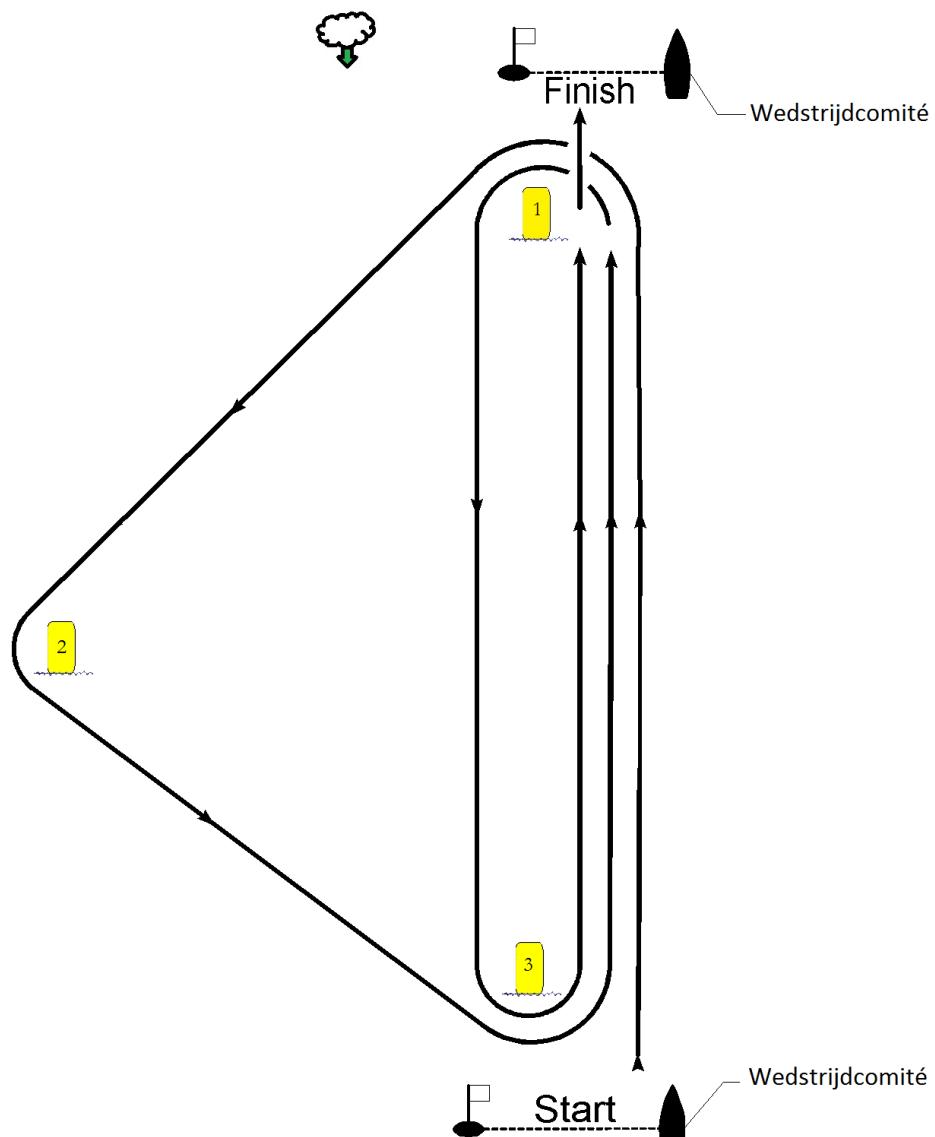
Nog een klein geheugensteuntje met alle koersen en zeilstanden.



⁴ This reminder of the points of sailing is to make sure that everyone is on the same level of knowledge. Otherwise, this can be used as an easy mnemonic aid.

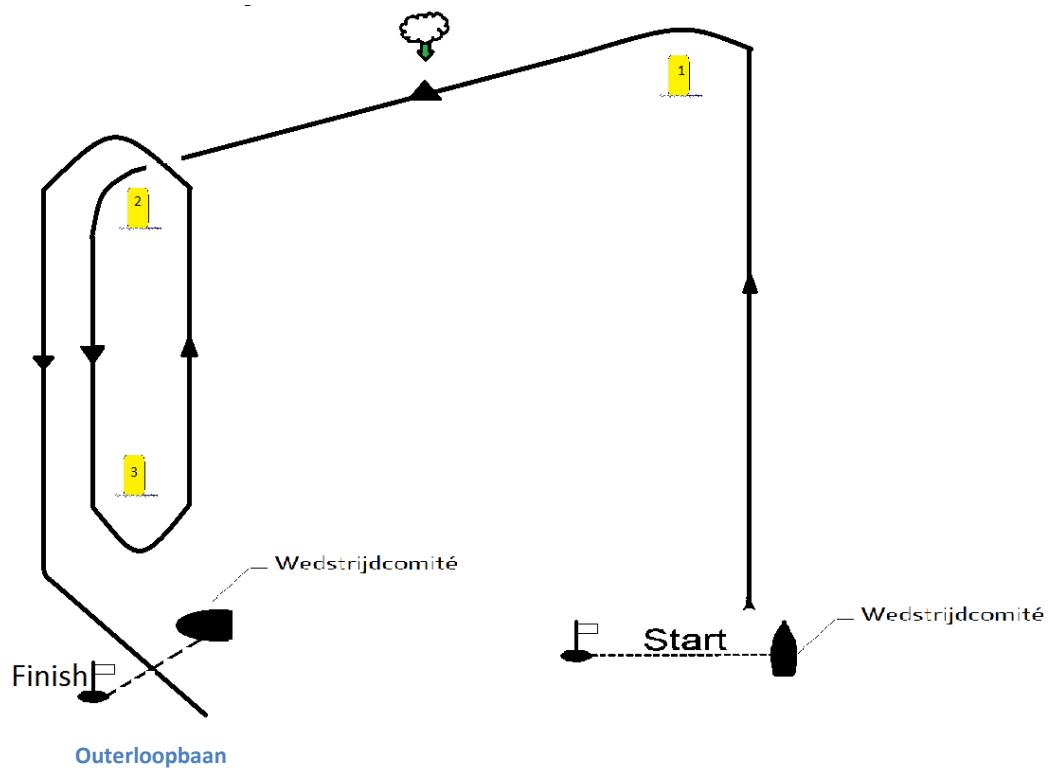
Wedstrijdbanen

Er zijn veel verschillende soorten wedstrijdbanen die je kunt zeilen tijdens een wedstrijd. Het wedstrijdcomité zal van te voren duidelijk aan je uitleggen hoe de baan eruit ziet. Er zijn wel een aantal vaste banen. Je kan aan je instructeur vragen of je die kunt oefenen!

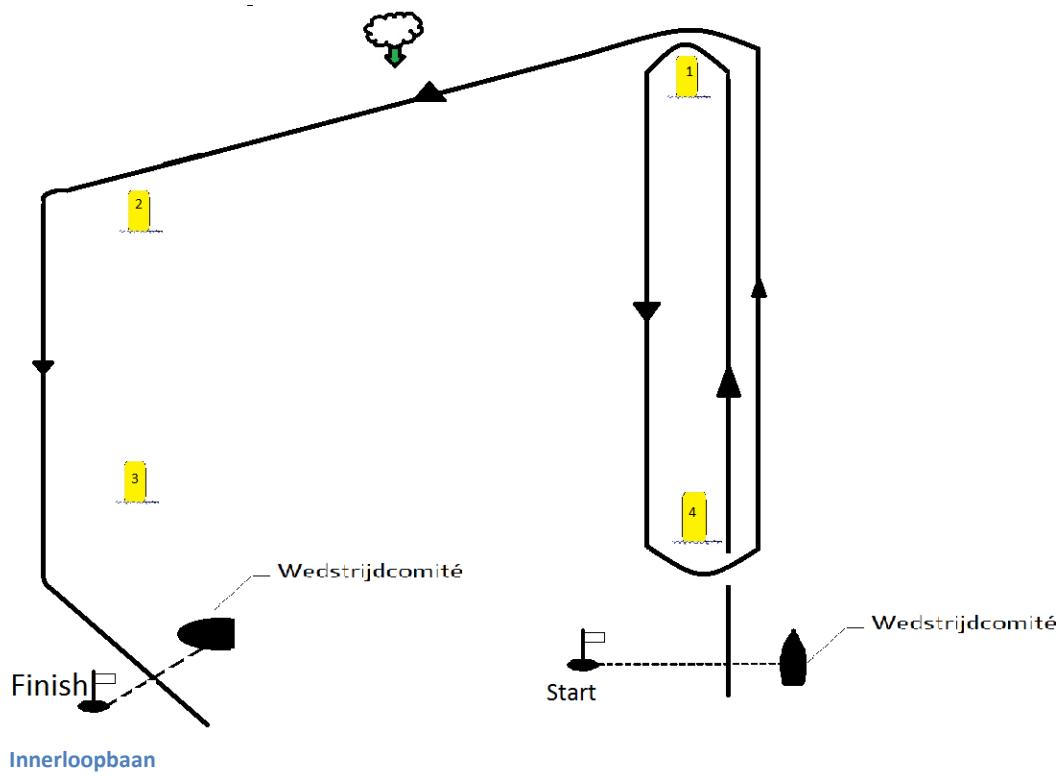


Oud Olympische baan

Het plaatje hierboven is de oud-Olympische baan, deze baan heeft twee bijnamen: driehoek-lusbaan en de appelflap-worstbaan. Je vaart eerst de driehoek (de appelflap) en daarna de lus (de worst). Zoals je ziet, zijn er drie raken waar je moet opkruisen, daar kun je dus veel winst behalen.



Het plaatje hierboven laat de Outerloopbaan zien. Samen met de Innerloopbaan worden deze nu vaak op de Olympische Spelen gezeild. Het voordeel van deze twee banen is dat er meerdere klassen tegelijkertijd binnen een baan kunnen zeilen, zonder dat ze elkaar in de weg zitten. Bij de oud-Olympische baan kun je elkaar vaak tegenkomen en dan moet je extra goed opletten.



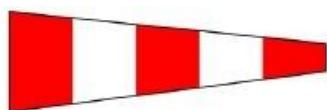
Wedstrijdseinen⁵

De betekenissen van de vlaggen en geluidsseinen worden hieronder weergegeven.

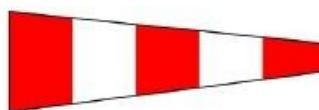
Hieronder zie je eerst de betekenissen van de vlaggen⁶. Wanneer een vlag wordt gehesen boven een klassenvlag, dan is de regel van de gehesen vlag alleen geldig voor die klasse. Het is belangrijk dat je weet wat elke vlag betekent.⁷ De vlaggen die gehesen worden, gelden altijd. Het kan namelijk zijn dat er zeilers te ver van het startschip zijn (in verband met een lange startlijn bijvoorbeeld) en de toeters niet kunnen horen. De namen van de vlag zijn **dikgedrukt**.

Uitstelseinen

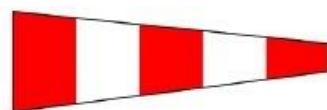
Een wedstrijd kan worden uitgesteld. Dit gebeurt bijvoorbeeld als er te veel of juist te weinig wind staat. Er zijn verschillende redenen waarom het wedstrijdcomité de wedstrijd kan uitstellen. De rood-wit gestreepte vlag is de Onderscheidingswimpel (OW), ook wel rattenstaart of kattenstaart genoemd. Deze vlag in combinatie met andere vlaggen kunnen verschillende soorten uitstel betekenen.



↑ • • ↓ •



↑ • •



↑ • •

OW De wedstrijden die niet gestart zijn, worden *uitgesteld*. Het waarschuwingssignaal zal 1 minuut na het weghalen van de vlag gegeven worden, tenzij de wedstrijd opnieuw is *uitgesteld* of *afgebroken*.

OW boven H De wedstrijden die niet gestart zijn, zijn *uitgesteld*. Verdere seinen aan de wal.

OW boven A De wedstrijden die niet gestart zijn, zijn *uitgesteld*. Geen wedstrijden meer vandaag.

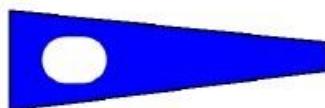
⁵ It was more logical to place the explanations about the signals with the arrows, dashes and dots in the added section ‘Legend’ than here.

⁶ Translating ‘visual’ with ‘vlaggen’ comes from the decision that all the visual signs are flags and that ‘visueel’ is only learnt by the children in the combination ‘visueel gehandicapt’ (Digiwak.nl).

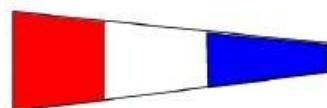
⁷ See chapter 4.1.



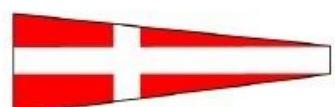
Wimpel 1 $\uparrow \bullet \bullet \downarrow \bullet$



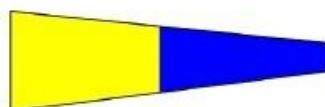
Wimpel 2 $\uparrow \bullet \bullet \downarrow \bullet$



Wimpel 3 $\uparrow \bullet \bullet \downarrow \bullet$



Wimpel 4 $\uparrow \bullet \bullet \downarrow \bullet$



Wimpel 5 $\uparrow \bullet \bullet \downarrow \bullet$



Wimpel 6 $\uparrow \bullet \bullet \downarrow \bullet$

OW boven een wimpel 1-6 *Uitsnel van de wedstrijd van 1 tot 6 uur volgens de geplande starttijd.*

Afbreekseinen

Wedstrijden kunnen ook nadat ze gestart zijn, worden afgebroken. Het kan zijn dat de wind ineens gaat liggen of juist heel hard aantrekt. Een andere reden kan zijn dat het wedstrijdcomité een fout heeft gemaakt waardoor de wedstrijd opnieuw gevaren moet worden.



$\uparrow \bullet \bullet \bullet \downarrow \bullet$

N Alle wedstrijden die begonnen zijn worden *afgebroken*. Ga terug naar het startgebied. Het waarschuwingssein zal 1 minuut na het weghalen van de vlag gegeven worden, tenzij de wedstrijd opnieuw is *uitgesteld* of *afgebroken*.



$\uparrow \bullet \bullet \bullet$

N boven H Alle wedstrijden zijn *afgebroken*. Verdere seinen aan de wal.



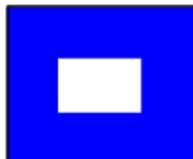
$\uparrow \bullet \bullet \bullet$

N boven A Alle wedstrijden zijn *afgebroken*. Geen wedstrijden meer vandaag.

Seinen vóór de start

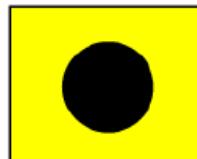
Er kunnen verschillende soorten startprocedures plaatsvinden. Om dit aan te geven, zijn er ook verschillende vlaggen, bijvoorbeeld voor of je wél of níét over de startlijn mag.

Vlag P wordt altijd gehesen, aangezien die aangeeft dat de wedstrijd begint. Het wedstrijdcomité is niet verplicht één van de drie andere vlaggen te hijsen.



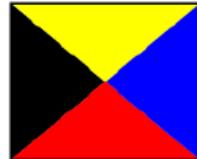
↑• ↓—

P Voorbereidingssein



↑• ↓—

I Regel 30.1 is van toepassing. Als je binnen 1 minuut voor de start over de startlijn bent gevaren, dan moet je buitenom de boeien van de startlijn varen en opnieuw starten. Als je dit niet doet, dan ben je te vroeg gestart.



↑• ↓—

Z Regel 30.2 is van toepassing. Als je binnen 1 minuut voor de start over de startlijn bent gevaren en je bent niet buitenom teruggekomen, dan krijg je een 20% strafpercentage.



↑• ↓—

Zwarre vlag Regel 30.3 is van toepassing. Boten die te vroeg over de startlijn zijn gegaan worden opgeschreven door wedstrijdcomité, maar krijgen dit niet te horen, zoals bij individuele of algemene terugroep. Je kunt je fout niet meer herstellen en je score telt niet meer mee in het algemeen klassement.

Teruggroepseinen

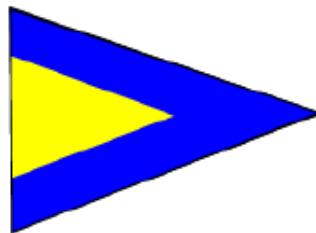
Deze vlaggen worden gehesen als er een boot te vroeg over de startlijn gaat of als er zoveel boten te vroeg over de startlijn gaan dat de hele startprocedure opnieuw moet.

Aan de hand van de vlag en de geluidssignalen kun je zien en horen of je door kunt varen als je wel goed gestart bent, of dat je (samen met de rest) de start opnieuw moet gaan doen.



↑ •

X Individuele teruggroep. Als het comité heeft kunnen zien wie te vroeg over de startlijn waren, wordt deze vlag gehesen.

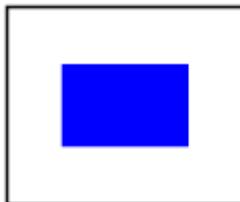


↑ • • ↓ •

Eerste vervangwimpel
Algemene teruggroep. Dit gebeurt wanneer er veel boten te vroeg zijn gestart. Alle boten moeten terugkeren en de start zal opnieuw gedaan worden. Het waarschuwingssignaal wordt 1 minuut nadat de vlag is gezakt gegeven.

Verkorte baan

Deze vlag geeft aan dat de wedstrijdbaam verkort wordt.

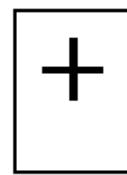
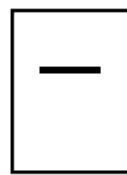


↑ • •

S De baan is verkort.
Regel 32.2 is van toepassing. Als S wordt gehesen bij de start, dan wordt de baan gevaren zoals beschreven in de wedstrijdbepalingen.
Als het bij een boei wordt gehesen, dan is dat de laatste boei van de wedstrijd. Daarna kun je direct naar de finish gaan.

Wijziging volgende rak

De boeien worden soms verplaatst zodat de wedstrijd langer of korter duurt in verband met de wind of met de tijd. De volgende vlaggen geven aan wat er precies met de boei is gebeurd. Het wedstrijdcomité kan ervoor kiezen om alleen vlag C te hijsen. Ze kunnen er ook voor kiezen om een van de andere vlaggen te hijsen om je meer informatie te geven over de verandering.



C De positie van de volgende *boei* is veranderd:

naar stuurboord;

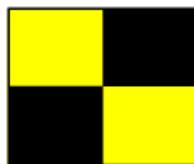
naar bakboord;

de baan is korter;

de baan is langer.

Andere seinen

Deze vlaggen passen niet in een andere categorie. Het zijn vlaggen waarbij het bijvoorbeeld gaat om het dragen van een zwemvest of de locatie van het startschip.



L Op het water: Kom binnen roepafstand of volg deze boot.
Aan de wal: Een mededeling voor de deelnemers is opgehangen.



M Het object dat deze vlag heeft, vervangt een missende *boei*.



Y Het dragen van een zwemvest is verplicht.



(geen geluid)

Blauwe vlag of vorm
De finishschip ligt op zijn plaats bij de finishlijn.

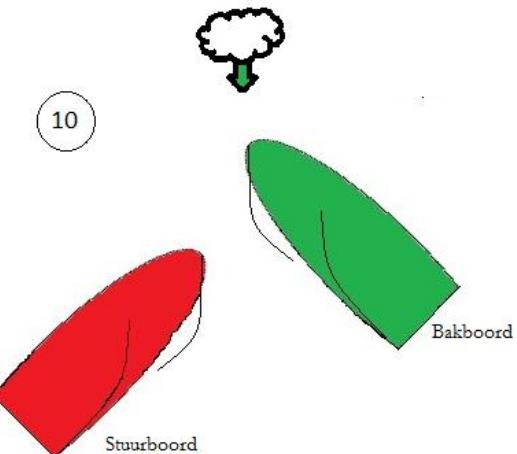
Definities⁸

In dit gedeelte worden alle termen uitgelegd die ook in de regels voorkomen. Alle termen die in dit hoofdstuk staan, worden overal met *schuingedrukte* letters aangegeven.

Afbreken Een wedstrijd die het wedstrijdcomité of protestcomité *afbreekt*, wordt ongeldig⁹ verklaard maar mag overgezeild worden.

Boeg, Stuurboord en Bakboord Een *boeg* is op welke kant van de boot je zeilen staan. Bij stuurboord staan ze rechts en bij bakboord links. Je kunt zien hoe het zit op het plaatje hier rechts.

Boei (merkteken)¹⁰ Dit is een object waarvan het wedstrijdcomité zegt dat je er omheen moet varen. In de wedstrijdinstructies staat waar de boei ligt en hoe je deze moet ronden.



Finish Een boot is gefinisht als ook maar een gedeelte van de romp, bemanning of uitrusting in de normale positie over de finishlijn gaat vanaf de kant van de baan. Dus het heeft geen zin om op de punt van de boot te gaan staan en je armen uit te strekken om zo eerder over de finishlijn te zijn¹¹. Maar het kan ook zijn dat een boot niet *gefinisht* is na het passeren van de finishlijn. Dit gebeurt als:

1. er geen strafrondjes zijn gedraaid die wel moesten (zie regel 44.2)
2. er boeien zijn gemist, aan de verkeerde kant is gerond of een boei is aangeraakt (zie regel 28.2). Het is wel mogelijk om dit eerst goed te maken en als je dat hebt gedaan, kun je wel finishen.
3. er door wordt gegaan met het zeilen van de wedstrijdbaai.

Geïnteresseerde partij Iemand die kans heeft op winnen of verliezen bij de beslissing van het protestcomité. Deze persoon kan ook persoonlijk belang hebben bij deze beslissing.

⁸ The definitions of the source text are in an alphabetical order. The target text is also in alphabetical order, so there are differences in locations of the sailing terms.

⁹ Although the word ‘ongeldig’ is not on the Digiwaklist, the prefix ‘on-’ as a negative should be known for children on the level 1F (Referentiekader Taal en Rekenen 20). Also, the word ‘geldig’ is on the Digiwaklist.

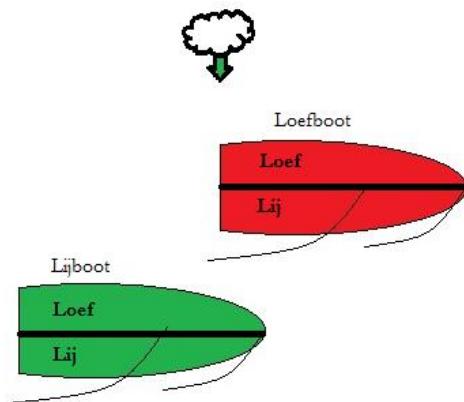
¹⁰ The source text uses a too difficult definition for a simple object. Therefore, there is chosen for a simple, yet clear explanation of the term.

¹¹ This addition is done to clarify the preceding sentence with an example.

Halen Een boot haalt een boei als je de boei rondt zonder van te voren een overstag te maken.

Hindernis Een object waar een boot niet langs kan, tenzij deze haar koers heel erg moet veranderen. Een object waar je langs één kant veilig kan varen en een gebied zoals verteld in de wedstrijdinstructies worden ook *hindernissen* genoemd. Maar een boot die een *wedstrijd* aan het varen is, is geen *hindernis* voor andere boten, behalve als ze moeten vrij blijven of moeten vermijden, als regel 23 is toegepast: een boot die beweegt, ook een boot die een *wedstrijd* aan het varen is, is nooit een doorlopende *hindernis*.

Loef en Lij¹² De *loefkant* van een boot is de kant waar de wind op staat. De andere kant is de *lijzijde*. Aan de *lijzijde* staat ook bijna altijd het grootzeil. Als twee boten over dezelfde *boeg* varen, dan vaart de ene boot aan de *lijzijde* van de andere boot, ook wel de *lijboot* genoemd. De andere boot is dan de *loefboot*.



Juiste koers Een koers die een boot moet zeilen om zo snel mogelijk de *finish* te bereiken. Deze koers bestaat zonder dat er andere boten in de buurt zijn. Een boot heeft geen *juiste koers* tijdens en voor de startprocedure.

Partij Een *partij* bij een hoorzitting is:

1. voor een protesthoorzitting: een protesteerder, een ge protesteerde¹³;
2. een boot of een deelnemer die gestraft mag worden door regel 69.2. In deze regel staat hoe het wedstrijdcomité een protest mag indienen.

Maar, het protestcomité is zelf nooit een *partij*.¹⁴

Protest Een handeling waarbij een boot, wedstrijdcomité of een protestcomité beweert dat een andere boot een *regel* heeft gebroken.

Regel Een regel is alles wat in ‘Regels voor Wedstrijdzeilen 2013/2016’, de wedstrijdbepalingen, de zeilinstructies, de BPR en alle andere regels die er zijn van het zeilevenement.

¹² In Dutch, the order of the words is ‘loef en lij’, whilst in English it is the other way around. The order of the sentences are also switched due to this common phrase.

¹³ Every hearing has these terms, even for the younger children in the Optimist. It is important that they know the term, although it might be a bit difficult for them. When the process of how to file a protest is explained by their instructor, they get the chance to experience what it is like to be the one who is protested against.

¹⁴ A ‘request for a redress’ is almost never done, so to keep the text simple, two sentences were omitted.

Ruimte De ruimte die een boot nodig heeft om goed te zeilen. De ruimte die nodig is om te zeilen volgens de regels van deel 2 en regel 31, waarbij iedere boot sportief en met goed zeemanschap vaart.

Ruimte bij de boei (merktekenruimte) Ruimte voor een boot om de *boei* op de juiste manier te ronden. Ruimte bij de boei betekent ook:

1. *Ruimte* om de *boei* op de *juiste koers* te zeilen. Dus als je er dicht langs moet, dan kun je daarvoor *ruimte* krijgen.
2. *Ruimte* om de *boei* te ronden om de wedstrijdbaan te varen.

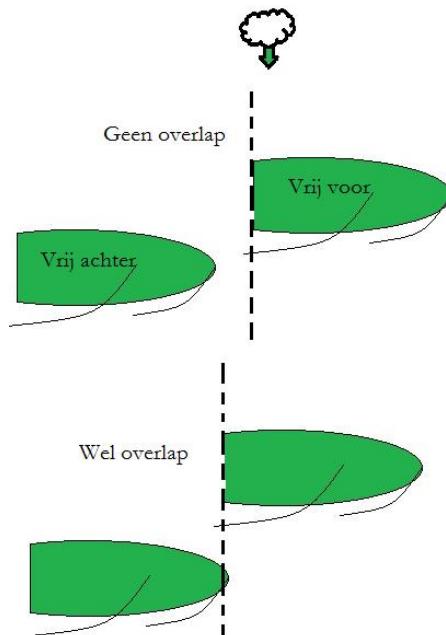
Maar *ruimte bij de boei* voor een boot betekent geen ruimte om overstag te gaan binnen de *zone*. Behalve, als deze aan de binnenkant overlap heeft en het vereist is om aan de loefzijde van de boot merktekenruimte te geven. Die boot moet dan de boei halen na de overstag. Zie regel 18 (merktekenruimte) voor meer informatie en uitleg.

Start Als een boot de hele tijd tijdens de startprocedure aan de juiste kant van de startlijn is gebleven (dus niet aan de wedstrijdbaankant), dan is de boot gestart op het moment dat het startsein is gegeven en dat er een stukje van de boot over de startlijn komt. Je *juiste koers* is dan richting de eerste boei. Zie bij regel 26 hoe het startprocedure in haar werk gaat.

Uitstel Een *uitgestelde* wedstrijd is vertraagd. De wedstrijd mag later gestart of afgebroken worden.

Vrij Achter en Vrij Voor; Overlap Een boot is *vrij achter* van een andere boot als de romp en tuig in normale positie achter de lijn ligt die langs de achterkant van een andere boot wordt getrokken. De andere boot is dan *vrij voor*. Kijk maar naar het plaatje. Maar, ze hebben ook *overlap* als er een boot tussen zit die met beide *overlap* heeft. In het plaatje is dit de derde boot van boven. Door die boot hebben de bovenste en onderste boot nu ook overlap met elkaar.

Deze regels gelden altijd voor boten die varen over dezelfde *boeg*. Ze gelden niet op kruisende koersen, behalve als regel 18 van toepassing is (boeironden) of wanneer beiden boten lager dan halve wind¹⁵ liggen.



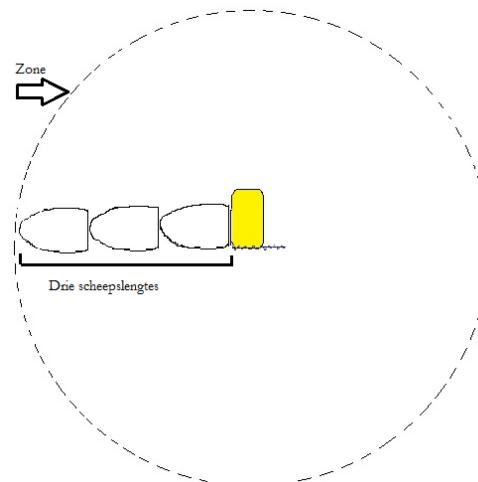
¹⁵ The source text says here ‘more than ninety degrees from the true wind’. That is too abstract and it is easier and more comprehensible for the children to give it a name. That is why the point of sail ‘halve wind’ is used, because that point of sail is precisely ninety degrees from the true wind.

Vrij blijven Een boot *blijft vrij* van een boot die voorrang heeft:

1. als de boot die voorrang heeft haar koers kan varen zonder aanpassingen en geen kans op botsingen en,
2. als de boten overlap hebben. Dit gebeurt alleen wanneer de boot die voorrang heeft ook koers kan veranderen in beiden richtingen zonder direct een botsing te maken.

Wedstrijdzeilen Een boot is een *wedstrijd aan het zeilen* vanaf het voorbereidingssignaal totdat de boot is *gefinisht*. Daarbij heb jij alle boeien gerond en ben je over de finishlijn gegaan. Een andere mogelijkheid is om uit de wedstrijd te stappen of dat het wedstrijdcomité een algemene terugroep doet, de wedstrijd *uitstelt of afbreekt*.

Zone De zone ligt rond de boei. Je denktbeeldig een rondje om de boei van ongeveer drie boten. Een boot is binnen de zone wanneer er ook maar het kleinste stukje van de boot of bemanning daarin zit.



Basisuitgangspunten

Sportief gedrag en de regels

Zoals je weet zijn er nogal wat regels in de zeilsport. Het is dan ook de bedoeling dat je deze ook volgt. Als je toch een *regel* breekt, dan is het verstandig om meteen je straf uit te voeren. Ook al betekent dit dat je uit de wedstrijd moet stappen.

Verantwoordelijk zijn voor het milieu

Zorg ervoor dat je het milieu niet beschadigt. Dus je mag bijvoorbeeld niet zomaar door het riet heen varen of troep in het water gooien.

DEEL 1

Basisregels¹⁶

1. VEILIGHEID

1.1. Help iedereen die in gevaar is

Als iemand in gevaar is, dan kijk je of je diegene kunt helpen.

1.2 Zwemvesten

Een boot heeft voldoende zwemvesten en reddingsmiddelen voor iedereen aan boord. Het kan zijn dat de klassenorganisatie dit anders aangeeft. Je bent zelf verantwoordelijk voor het dragen van een zwemvest onder alle weersomstandigheden.

2 FAIR SAILING¹⁷

Fair play en sportiviteit zijn erg belangrijk tijdens het zeilen. Wanneer je dit niet doet, kan er een straf volgen, bijvoorbeeld diskwalificatie (het niet meer mee mogen doen aan de wedstrijd).

3 ACCEPTEREN VAN DE REGELS

Door het meedoen aan een wedstrijd geef je aan dat je de wedstrijdregels accepteert. Dit betekent dat je ook de gevolgen van het breken van een *regel* accepteert. Bijvoorbeeld: als je iemand geen ruimte geeft bij de boei, dan moet je een strafronde zeilen. De straf neem je dan ook wanneer het rustig om je heen is.

¹⁶ Rule 5 is omitted because it is not logical that children should use drugs. See further explanation at the end of chapter 3.

¹⁷ The source text described this rule in a difficult way. Because this is an important aspect in all sports, this should be simple and easy to understand.

4

Beslissen om te racen

Alleen jij en je boot kunnen beslissen of jullie meedoen aan een wedstrijd of niet. Met je boot wordt bijvoorbeeld je fokkenmaat bedoeld, dus andere mensen die met je meezeilen.

DEEL 2

Als boten elkaar tegenkomen

De regels van Deel 2 zijn van toepassing tussen boten die aan het zeilen zijn in het wedstrijdgebied. Deze boten zijn aan het *wedstrijdzeilen*, willen een *wedstrijd varen* of hebben net een *wedstrijd gevaren*. Maar, een boot die niet een wedstrijd aan het zeilen is, zal geen straf krijgen voor het breken van de *regels*, behalve regel 24.1. Dit is de regel dat je geen andere boten stoort tijdens het zeilen van een wedstrijd als je zelf geen wedstrijd vaart.¹⁸

Als je een wedstrijd aan het zeilen bent en je komt een boot tegen die geen wedstrijd aan het varen is, dan zal je de regels van het BPR moeten volgen. Het kan ook zijn dat het wedstrijdcomité zegt dat alle wedstrijden volgens de regels van het BPR gaan en dat de regels hieronder niet gelden.

ONDERDEEL A

Voorrang krijgen

Boot A heeft voorrang op boot B wanneer B *vrij moet blijven* voor boot A. Maar het kan zijn dat sommige regels in Onderdelen B, C en D iets anders zeggen.

10 OP KRUISENDE KOERSEN

*Stuurboord wijkt voor bakboord.*¹⁹

11 OVER DEZELFDE BOEG, OVERLAP

Als boten over dezelfde *boeg* varen met *overlap*, dan moet de boot aan de *loefzijde vrij blijven* van de *lijwaartse* boot.

12 OVER DEZELFDE BOEG, GEEN OVERLAP

Als boten over dezelfde *boeg* varen zonder *overlap*, dan moet de boot die *vrij achter* vaart, *vrij blijven* van de boot die *vrij voor* vaart.

13 TIJDENS OVERSTAG

Als een boot bezig is met de overstag en net door de wind heen is, moet deze *vrij blijven* van andere boten totdat de boot weer aan de wind vaart. Zorg er dus voor dat je goed om je heen kijkt of het rustig is voordat je overstag gaat. De regels 10, 11 en 12 gelden dan niet. Wanneer er twee boten tegelijkertijd overstag gaan, dan moet de boot die aan *stuurboord* of achter ligt *vrij blijven*.

¹⁸ This addition is to make the text more comprehensible. Now there is no need for the reader to discontinue reading or look it up. Unless, the reader wants to read the specific rule of course.

¹⁹ This sentence is taught to children, no further explanation is needed and it is a simpler explanation than in the source text.

ONDERDEEL B

Algemene beperkingen

14 AANVARING VERMIJDEN

Een boot zal altijd proberen om een botsing te voorkomen. Maar als je als boot voorrang hebt of je hebt recht op ruimte of ruimte bij de boei, dan hoeft dat niet. Tenzij het duidelijk wordt dat de andere boot (die jou voorrang moet geven), dit niet gaat doen. Dan moet je wel proberen om toch nog uit te wijken. Zoals je weet, valt dit onder ‘goed zeemanschap’²⁰.

15 VOORRANG KRIJGEN

Wanneer een boot voorrang krijgt, zal deze de andere boot de *ruimte* geven of er *vrij* van *blijven*.

16 KOERSWIJZIGING

16.1 Als een boot die voorrang heeft haar koers verandert, dan geeft zij *ruimte* aan de andere boot om *vrij* te *blijven*.

16.2 Daarnaast, wanneer het startsignaal is geweest en er ontstaat een stuurboord-bakboordsituatie, dan hoeft degene aan *stuurboord* niet te wijken als degene over *bakboord* daardoor haar koers zou moeten veranderen.

17 OVER DEZELFDE BOEG; JUISTE KOERS

Boot A ligt *vrij achter* en krijgt *overlap* met boot B. De *ruimte* die tussen de twee boten zit is minder dan twee bootlengtes. Boot A ligt aan de lijkkant van boot B. Boot A mag nu niet boot B omhoog loeven en B boven haar *juiste koers* laten varen. Boot A mag alleen oploeven als ze achterlangs boot B kan (regel 13).

²⁰ This rule ‘Goed Zeemanschap’ is the first rule of the BPR. It is similar to Fair Sailing, but this also has the addition to avoid to put people in danger.

ONDERDEEL C

Bij boeien (merktekens) en hindernissen

De regels die hier staan gelden niet voor de *startboei* waar vaarbaar water omheen ligt. Hetzelfde geldt voor de ankerlijn van de tijdboten totdat je over de startlijn bent.

18 RUIMTE BIJ DE BOEI (MERKTEKENRUIMTE)

18.1 Wanneer regel 18 van toepassing is

Deze regel geldt als boten een boei aan dezelfde kant moeten ronden en minstens één van de boten is in de *zone*. In de volgende situaties is deze regel niet van toepassing:

Situatie 1: Tussen boten die over verschillende boegen opkruisen.

Situatie 2: Tussen boten over verschillende boeg, waarbij de juiste koers bij de boei overstag is voor de één, maar niet voor de ander.

Situatie 3: Tussen een boot die bij een boei aankomt en een boot die net een boei gerond heeft.

Situatie 4: Als het merkteken een doorlopende *hindernis* is. Regel 19 is dan van toepassing (ruimte bij hindernissen geven).



De rode boot moet nu ruimte bij de boei geven aan de groene boot. Op deze manier kunnen ze allebei de goede kant van de boei ronden en zo de wedstrijd varen naar de volgende boei.

- 18.2 Ruimte bij de boei geven (merktekenruimte geven)**
- Deze regel kan toegepast worden op veel verschillende situaties. Op de laatste pagina is er een afbeelding waar alle situaties zijn uitgetekend. Zoals je ziet, zijn er veel regels die te maken hebben met het ronden van een boei. Het belangrijkste dat je moet onthouden is: **de buitenste boot moet de binnenste voorrang geven**²¹. Dus regels **18.2(a)** en **18.2(b)** zijn de belangrijkste regels om te onthouden. De andere regels staan erbij als extra informatie of als je de andere regels al goed snapt.
- 18.2(a) Situatie 1: Wanneer boten een *overlap* hebben, geeft de buitenste boot *ruimte bij de boei* aan de binnenste boot. Dit gebeurt niet als regel 18.2(b) van toepassing is.
- 18.2(b) Situatie 2: Als de boten een *overlap* hebben wanneer de eerste de *zone* in gaat, dan zal de boot die op dat moment op de meest buitenste positie ligt *ruimte bij de boei* geven aan de binnenste boot.
- Situatie 3: Zodra de boot die *vrij voor* ligt op het moment dat *zij* de zone in gaat, dan moet de boot die op dat moment *vrij achter* ligt *merktekenruimte* geven.
- 18.2(c) Situatie 4: Als je volgens regel 18.2(b) *merktekenruimte* moet geven, dan moet je dat ook blijven doen. Ook wanneer de *overlap* verbroken is of een nieuwe *overlap* is begonnen.
- Situatie 5: Als een boot die recht heeft op *merktekenruimte* een *overlap* krijgt aan de binnenkant, moet *zij ruimte* geven aan de boot om haar *juiste koers* te zeilen. Dus buitenste boot geeft voorrang aan binnenste boot, ook al had je voorrang. Dit geldt alleen als er een *overlap* is.
- 18.2(d) Situatie 6: Wanneer er twijfel is of een boot *overlap* heeft gekregen, dan gaan we ervan uit dat het niet zo is en geldt regel 18.2(b) niet meer.
- 18.2(e) Situatie 7: Een buitenste boot hoeft geen *ruimte bij de boei* te geven als het blijkt dat de binnenste boot *overlap* heeft gekregen door overstag te gaan naar loef of door *vrij achter* te gaan varen.

18.3 Overstag gaan in de Zone

Als een boot overstag gaat in de zone en er komt een andere boot over dezelfde boeg aan, dan mag de eerste boot de andere boot er niet uit loeven. Je mag er dus niet voor zorgen dat door jouw overstag de andere boot de boei niet meer kan halen. Ook moet je ruimte geven als door jouw overstag de andere boot aan de binnenkant *overlap* krijgt.

²¹ The text in bold is the most important aspect of the rule. It is an extensive rule, that is why everything is translated. But the core of the rule must be highlighted.

18.4 Gijpen

Als een boot *voorrang* en *overlap* heeft in de zone en je moet gijpen om de *boei* te halen met de *juiste koers*, dan mag je niet verder zeilen dan de boei. Je moet de boei ronden zodra je kunt, anders krijg je straf omdat je andere boten niet hun *juiste koers* hebt laten varen. Als je een wedstrijdbaai vaart met een gate, dan geldt deze regel niet.

19 RUIMTE OM EEN HINDERNIS VOORBIJ TE VAREN

19.1 Wanneer regel 19 van toepassing is

Deze regel is geldig wanneer boten bij een *hindernis* varen. Als de *hindernis* ook een *merkteken* is, dan weer juist niet, omdat de boten langs dezelfde kant van de boei moeten varen. Bij een doorlopende *hindernis* geldt regel 19 altijd en 18 niet.

19.2 Ruimte geven bij een Hindernis

Ook hier zijn er verschillende situaties waarbij deze regel van toepassing is.

Situatie 1: Een boot die voorrang heeft, mag kiezen aan welke kant ze de *hindernis* voorbij vaart.

Situatie 2: Als er *overlap* is tussen twee boten, zal de buitenste boot de binnenste boot voorrang geven, behalve als zij dat niet kan in verband met de *hindernis*.

Situatie 3: Als er bij een doorlopende *hindernis* een boot een overlap krijgt, terwijl zij eerst *vrij achter* lag, krijgt zij geen ruimte. Regels 10 (stuurboord wijkt voor bakboord) en 11 (loef wijkt voor lij) gelden dan niet. De boot die eerst *vrij voor* lag had en blijft voorrang houden.²²

20 RUIMTE OM OVERSTAG TE GAAN BIJ HINDERNIS

20.1 Toeroepen

Zoals je weet is communicatie belangrijk tijdens het zeilen. Als je bij een *hindernis* bent en je wilt graag overstag, maar er vaart een boot naast je, dan is het verstandig om diegene dan toe te roepen. Je mag alleen niet roepen als je langs de *hindernis* kan varen zonder dat je hard aan je roer hoeft te trekken om je koers te veranderen, als je niet aan de wind vaart of als de hindernis een *boei* is die de andere boot ook moet halen.

20.2 Antwoorden

Als er iets naar je *toe wordt geroepen*, dan moet je antwoorden. Ook al breekt het de vorige regel, antwoorden is belangrijk. Als je antwoordt, dan moet

²² The rule is one long sentence in the source text. To make it more comprehensible, the sentence is cut in different short sentences and simpler words are added to it.

je zo snel mogelijk met de boot reageren door bijvoorbeeld overstag te gaan. In de tijd dat een boot je toeroept en overstag gaat, is regel 18.2 (ruimte bij de boei) niet geldig.

20.3

Reageren

Als een boot is toegeroepen voor *ruimte* voor de overstag en de boot gaat dan ook overstag, dan mag deze boot op een andere boot reageren om hetzelfde te doen. Dit mag allemaal om botsingen te voorkomen. Je mag zelfs dan een andere boot toeroepen als het niet volgens regel 20.1 is. De regel 20.2 geldt dan tussen jou en de boot die je toeroept.

21

VRIJUIT GAAN

Als je recht hebt op *ruimte bij de boei* en je overtreedt regel 15 (Voorrang krijgen) of 16 (Van koers veranderen), mag je niet worden gestraft. Deze regel geldt ook als je gedwongen wordt om de *boei* te raken (regel 31).

ONDERDEEL D

Andere regels

De regels uit Onderdeel A zijn niet van toepassing als de regels 22 en 23 gelden tussen twee boten.

22 STARTFOUTEN; STRAF NEMEN; ACHTERUIT ZEILEN

22.1 Als je bezig bent met starten en je vaart richting de startlijn, dan moet je *vrij blijven* van de boot die niet aan het starten is.

22.2 Een boot die een straf neemt moet *vrij blijven* van een boot die geen strafondje hoeft te draaien.

22.3 Een boot die achteruit zeilt moet *vrij blijven* van een boot die dat niet doet.

23 OMSLAAN, VOOR ANKER OF VASTGELOPEN; REDDEN

Een boot is omgeslagen of is gekapseisd als de top van de mast in het water ligt. Probeer zoveel mogelijk de boot te vermijden die is omgeslagen of die bij het terugzetten nog niet de controle erover heeft. Deze regel geldt ook:

- Voor een boot die voor anker ligt;
- Voor een boot die vastgelopen is aan de grond;
- Voor een boot die een persoon of boot helpt die in gevaar is.

24 BEMOEIEN MET EEN ANDERE BOOT

24.1 Als je geen *wedstrijd* aan het zeilen bent, dan ga je je niet bemoeien met boten die wel een *wedstrijd* aan het varen zijn.

24.2 Behalve als een boot haar *juiste koers* aan het varen is, zal een boot zich niet bemoeien met een boot die een straf neemt of een rak aan het varen is.

DEEL 3

Uitvoeren van een wedstrijd

Dit gedeelte van de regels gaat onder andere over de startprocedure en de administratie dat bij een zeilwedstrijd komt kijken.

25 AANKONDIGING, WEDSTRIJD BEPALINGEN EN SEINEN

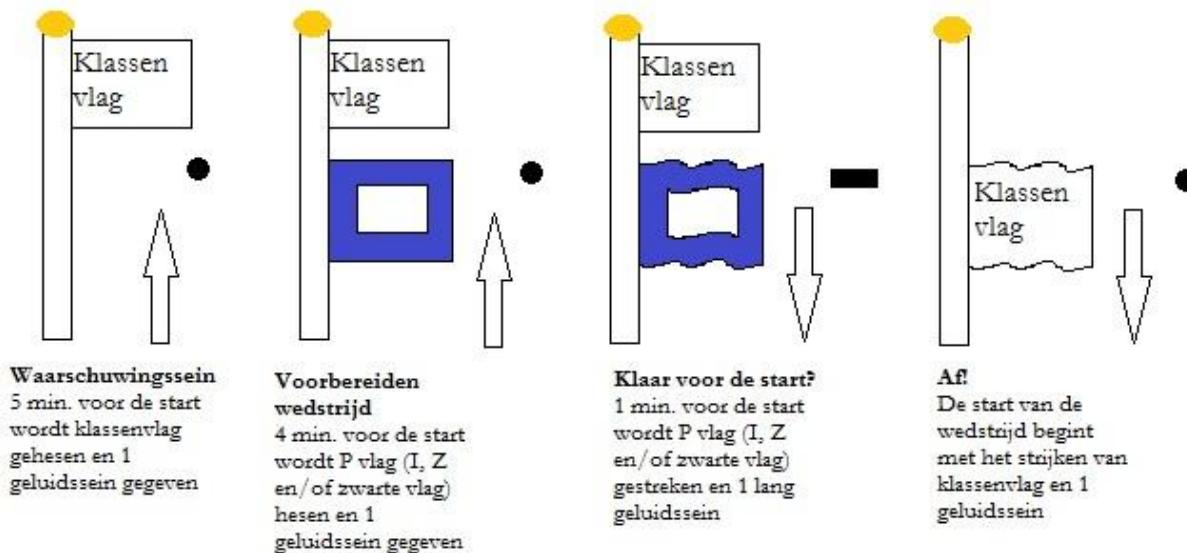
25.1 De aankondiging van de wedstrijd en de wedstrijdbepalingen (voorwaarden waardoor een wedstrijd gezeild wordt) worden aan elke boot gegeven voordat de wedstrijd begint.

25.2 De betekenissen van de vlaggen en geluidssignalen worden niet veranderd, tenzij regel 86.1(b) geldt. Deze regel zegt dat de betekenissen veranderd mogen worden, zolang het maar duidelijk in de wedstrijdbepalingen staat. Als het wedstrijdcomité andere vlaggen of geluidssignalen gebruikt, moet deze ook duidelijk in de wedstrijdbepalingen staan.

25.3 Een wedstrijdcomité mag een vlag of een ander object gebruiken als zichtbaar signaal.

26 STARTPROCEDURE

De wedstrijden starten volgens een bepaalde procedure of volgorde. Zie het plaatje hieronder hoe het er vaak aan toe gaat:



Als er meerdere klassen wedstrijden gaan varen, dan kan het startsein van de ene klasse het waarschuwingsssein zijn voor de andere klasse. Het

waarschuwingsssein kan ook een andere tijd zijn, bijvoorbeeld 6 minuten. Dat staat allemaal beschreven in de wedstrijdbepalingen.

27 ACTIES VAN HET WEDSTRIJDCOMITÉ DIE VOOR HET STARTSEIN PLAATSVINDEN

- 27.1 Nog voor het startsein zal het wedstrijdcomité doorgeven hoe de baan gezeild wordt, zeker als de baan niet in de wedstrijdbepalingen staat. Het wedstrijdcomité mag ook een vlag vervangen en de geeloranje gestreepte vlag hijsen. Deze vlag (Y met een kort geluidsssein) zegt dat je een zwemvest moet dragen.
- 27.2 Het wedstrijdcomité mag nog voor het startsein een startboei verplaatsen.
- 27.3 Nog voor het startsein mag het wedstrijdcomité de wedstrijd *aфbreken* of *uitstellen*.

28 DE BAAN ZEILEN

- 28.1 Een boot zal *starten*, de baan zeilen zoals beschreven in de wedstrijdbepalingen en *finishen*. Als je een *boei* tegenkomt op je rak die je nog niet hoeft te ronden, dan mag je er aan beide kanten langs. Na het *finishen* hoef je niet met je boot helemaal over de finishlijn te gaan. Je moet wel in de juiste volgorde en aan de juiste kant de boei ronden. Als er een gate is, dan ga je tussen beide boeien van de gate door om dan vervolgens één boei uit te kiezen om te ronden.

29 TERUGGROEP

29.1 Individuele teruggroep

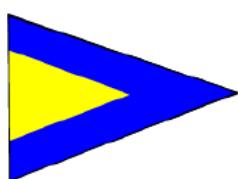


↑•
x

Als je te vroeg over de startlijn gaat, dan zal het wedstrijdcomité vlag X hijsen en één toeter geven. De vlag blijft staan totdat je om het startschip of de pin-end heen bent gevaren en opnieuw bent gestart. Je hebt vier minuten de tijd om dit te doen na het startsignaal. Als er meerdere wedstrijden zijn, dan heb je tot aan het 1 minuutsein van de volgende wedstrijd.

29.2 Algemene teruggroep

Als het startsignaal is geweest en het wedstrijdcomité kan niet zien wie er precies allemaal te vroeg zijn gestart, dan komt er een algemene teruggroep. Dit gebeurt door de Eerste Vervangingswimpel te hijsen en twee toeters te laten horen. Als er iets fout is gegaan tijdens de startprocedure, dan kan dit ook gebeuren. Het waarschuwingsssein voor



↑•• ↓•

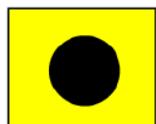
Eerste vervangwimpel

de nieuwe startprocedure zal 1 minuut na het strijken van de EV vlag gegeven worden.

30

STARTFOUTEN

30.1



↑• ↓—
I

30.2



↑• ↓—
z

30.3



↑• ↓—
Zwarte vlag

31

ZWARTE VLAG REGEL

Boten die te vroeg over de startlijn zijn gegaan, worden opgeschreven door het wedstrijdcomité. Maar deze boten krijgen dit niet te weten, zoals dat wel gebeurd bij een algemene of individuele terugroep. Je kunt je fout niet meer herstellen en je score telt niet meer mee in het algemeen klassement. Als de wedstrijd wordt *afgebroken* of *uitgesteld*, dan is je straf niet meer geldig.²³

EEN BOEI RAKEN

Tijdens een *wedstrijd* mag je geen enkele *boei* of *merkteken* raken die met de start en finish te maken hebben. Maar, je mag ook de *boeien* niet raken die in jouw gedeelte van de wedstrijd liggen.

32

BAAN VERKORTEN OF AFBREKEN NA DE START

32.1

Na het startsignaal mag het wedstrijdcomité de baan verkorten of *afbreken* in de volgende situaties:

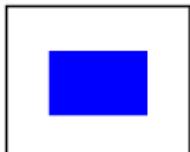
- Fout in de startprocedure;
- Slecht weer;
- Te weinig wind waarin de boten binnen de tijdslimiet kunnen *finishen*;
- Een *boei* mist of ligt op de verkeerde plek;

²³ The explanation of the 20% Scoring Penalty was necessary, because the rule 44.3(c) is not in the source text.

- Elke andere reden die de veiligheid of de eerlijkheid van de deelnemers en wedstrijd in gevaar brengt.

Maar, het is wel zo dat als een boot al is *gefinisht* binnen deze omstandigheden, dat het wedstrijdcomité nogmaals gaat nadenken over het *aflatteken* of verkorten van de wedstrijd. Dit doen ze voor de andere deelnemers aan de *wedstrijd*.

32.2



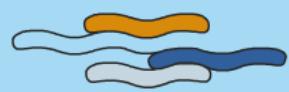
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Samenvatting²⁴

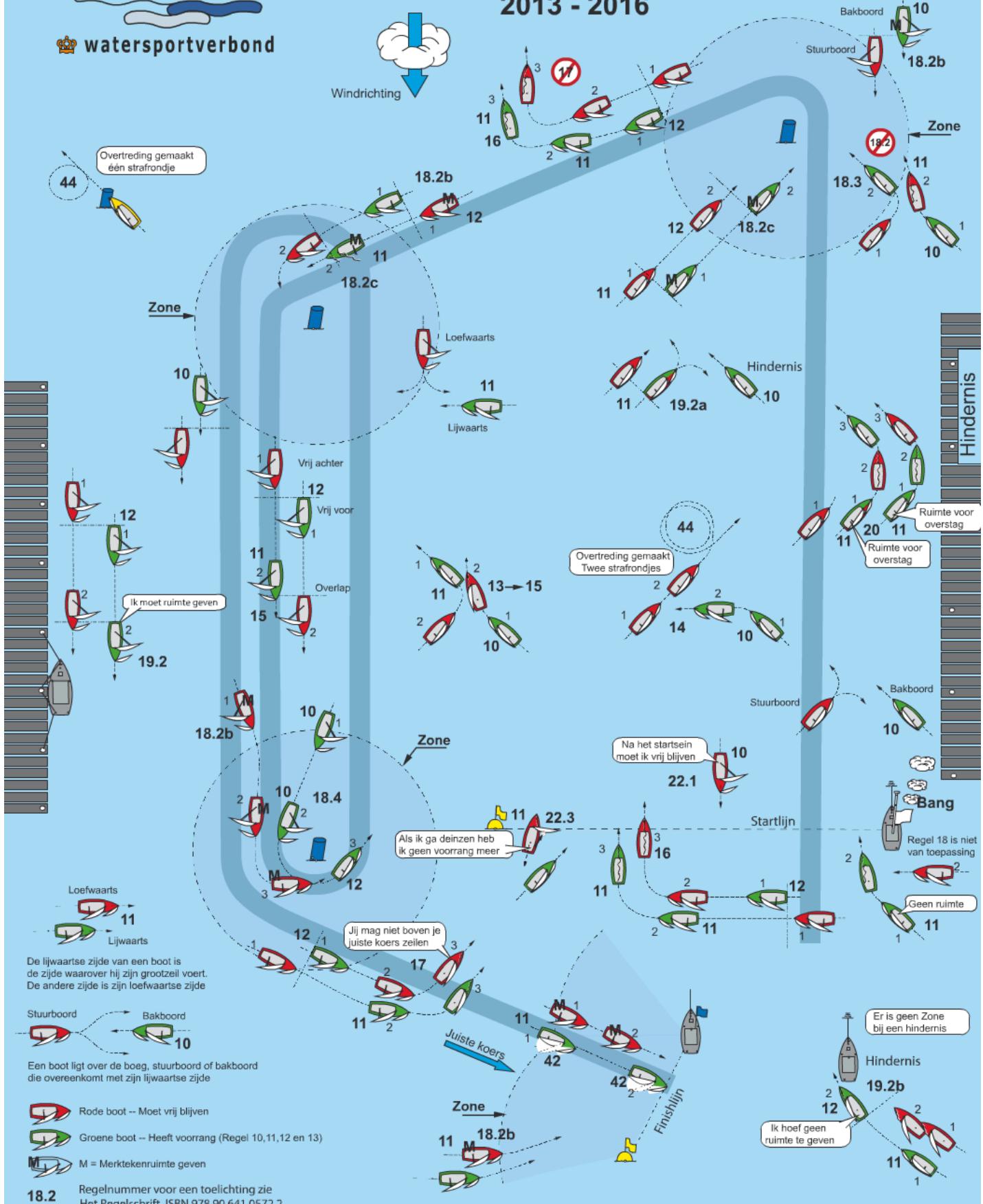
Op de volgende pagina zie je een poster gemaakt door Henk Plaatje. Daar staan alle wedstrijdregels nog op een rijtje. Zie jij welke wedstrijdbaai de boten aan het varen zijn?

²⁴ This part was added because it gives such a beautiful overview of the different situations and rules.



Regels voor Wedstrijdzeilen (RvW)

2013 - 2016



Regelwijzer RvW

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6 Conclusion

“Traditionally, language has been thought of as merely a kind of vehicle that transmits thought or reality” (Fang 336). The chapters in this thesis prove that there is more to language than this particular point of view. This thesis looked at the problems that arise when translating the *ISAF Sailing Rules* for young Dutch sailors and searching for the most optimal solutions for these problems. The main problem of the translation and adaptation is the conversion between audiences and the tone of the text. Both aspects showed large shifts in the translation.

Chapter 2 answered the first sub question deriving from the main research question: “How do the properties of the technical text influence the translation of the RSS?” The source text is a technical text with characteristics of a legal text. These characteristics are that the text has consequences and the way in which the text is formulated. The ST also contains a formal and neutral tone. The children of the target audience would have great difficulty understanding the text if the text was translated according the same standards of the ST. The long complex sentences and the LSP for instance, are the main difficulties for these children. The translation was therefore shaped into an adaptation. However, this means that several translation strategies are necessary to make the target text comprehensible for the young sailors.

Chapter 3 answered the other two sub research questions, namely “Which strategies are applicable for making an adaptation? In which ways does the target audience influence the translation process?” The children go through a learning process and they have a certain level of vocabulary in the daily life, but also the knowledge of sailing terms. The entire fourth chapter focused on making a translation for children, including information about adaptation, and which strategies should be used to

accomplish this goal. Also, the text showed many examples of the strategies that were used in the translation.

The main translation strategies used for this case were clarification, purification, addition of images, and changing the form of address. These four strategies contributed to the end result of a comprehensible text for children. Clarification was mostly used with difficult terms and when the ST made a reference to another rule or regulation. Purification was used when the topic (e.g. drugs) was not suitable for young children. The addition of images was quite useful when it came to difficult situations: the definition or situation become more clear and concrete for the readers. For example the explanation of the term ‘overlap’ became much easier to understand through the addition of a picture. The changed form of address to the informal ‘jij’ instead of the neutral third person of the ST was necessary to make the text accessible for the children. Children in the Netherlands are always addressed as ‘jij’. Also, directly speaking to the reader grabs the attention of the child.

All things considered, this thesis proves to be a stepping stone for further research. Not much research has been done on the subject of translating technical texts for children. The translation also had an educational perspective, but there are also not many studies available on the topic of translating educational books. There is more to the field of translating for children than translating children’s literature.

This thesis gives a clear overview on the translation strategies used and what consequences these have. However, further research on the topic of educational books, where possible of course due to lack of literature, and forms of address might give insight to additional strategies that can be used. The focus on the thesis was more on the level of vocabulary of the children and less on how the children can be taught most

efficiently. When these two elements are in balance, it could be a possibility that other useful translation strategies come to light.

As shown above, a suggestion for follow-up research would be to investigate translation for children in the fields of educational books and technical texts. These two fields are likely to mostly connect to the field of adaptation. In the end, the one must know the ropes to create a proper technical translation for children.

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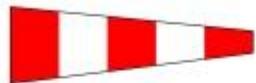
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Appendix I: Source Text

RACE SIGNALS

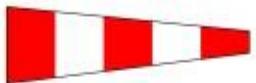
The meanings of visual and sound signals are stated below. An arrow pointing up or down ($\uparrow \downarrow$) means that a visual signal is displayed or removed. A dot (\bullet) means a sound; five short dashes (-----) mean repetitive sounds; a long dash (—) means a long sound. When a visual signal is displayed over a class flag, the signal applies only to that class.

Postponement Signals



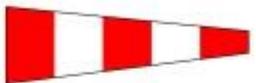
$\uparrow \bullet \bullet \downarrow \bullet$

AP Races not started are *postponed*. The warning signal will be made 1 minute after removal unless at that time the race is *postponed* again or *abandoned*.



$\uparrow \bullet \bullet$

AP over H Races not started are *postponed*. Further signals ashore.



$\uparrow \bullet \bullet$

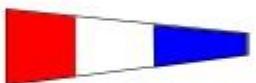
AP over A Races not started are *postponed*. No more racing today.



Pennant 1 $\uparrow \bullet \bullet \downarrow \bullet$



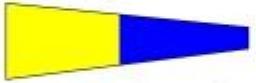
Pennant 2 $\uparrow \bullet \bullet \downarrow \bullet$



Pennant 3 $\uparrow \bullet \bullet \downarrow \bullet$



Pennant 4 $\uparrow \bullet \bullet \downarrow \bullet$



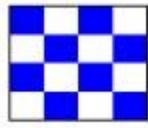
Pennant 5 $\uparrow \bullet \bullet \downarrow \bullet$



Pennant 6 $\uparrow \bullet \bullet \downarrow \bullet$

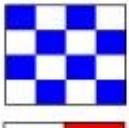
AP over a numeral pennant 1–6 *Postponement* of 1–6 hours from the scheduled starting time.

Abandonment Signals



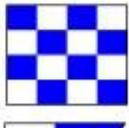
$\uparrow \bullet \bullet \bullet \downarrow \bullet$

N All races that have started are *abandoned*. Return to the starting area. The warning signal will be made 1 minute after removal unless at that time the race is *abandoned* again or *postponed*.



$\uparrow \bullet \bullet \bullet$

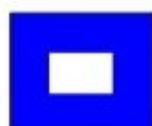
N over H All races are *abandoned*. Further signals ashore.



$\uparrow \bullet \bullet \bullet$

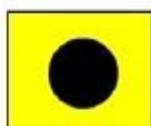
N over A All races are *abandoned*. No more racing today.

Preparatory Signals



↑• ↓—

P Preparatory signal.



↑• ↓—

I Rule 30.1 is in effect.



↑• ↓—

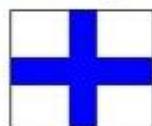
Z Rule 30.2 is in effect.



↑• ↓—

Black flag. Rule 30.3 is in effect.

Recall Signals



↑•

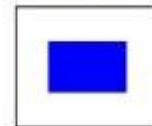
X Individual recall.



↑•• ↓•

First Substitute General recall. The warning signal will be made 1 minute after removal.

Shortened Course



↑••

S The course has been shortened. Rule 32.2 is in effect.

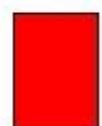
Changing the Next Leg



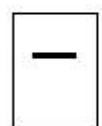
C The position of the next *mark* has been changed:



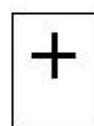
to starboard;



to port;

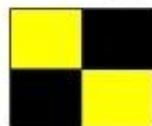


to decrease the length of the leg;



to increase the length of the leg.

Other Signals



↑•

L Ashore: A notice to competitors has been posted.
Afloat: Come within hail or follow this boat.



M The object displaying this signal replaces a missing *mark*.



↑•

Y Wear a personal flotation device.



(no sound)

Blue flag or shape. This race committee boat is in position at the finishing line.

DEFINITIONS

A term used as stated below is shown in italic type or, in preambles, in bold italic type.

Abandon A race that a race committee or protest committee *abandons* is void but may be resailed.

Clear Astern and Clear Ahead; Overlap One boat is *clear astern* of another when her hull and equipment in normal position are behind a line abeam from the aftermost point of the other boat's hull and equipment in normal position. The other boat is *clear ahead*. They *overlap* when neither is *clear astern*. However, they also *overlap* when a boat between them *overlaps* both. These terms always apply to boats on the same *tack*. They do not apply to boats on opposite *tacks* unless rule 18 applies or both boats are sailing more than ninety degrees from the true wind.

Fetching A boat is *fetching* a *mark* when she is in a position to pass to windward of it and leave it on the required side without changing *tack*.

Finish A boat *finishes* when any part of her hull, or crew or equipment in normal position, crosses the finishing line from the course side. However, she has not *finished* if after crossing the finishing line she

- (a) takes a penalty under rule 44.2,
- (b) corrects an error under rule 28.2 made at the line, or
- (c) continues to sail the course.

Interested Party A person who may gain or lose as a result of a protest committee's decision, or who has a close personal interest in the decision.

Keep Clear A boat *keeps clear* of a right-of-way boat

- (a) if the right-of-way boat can sail her course with no need to take avoiding action and,
- (b) when the boats are *overlapped*, if the right-of-way boat can also change course in both directions without immediately making contact.

Leeward and Windward A boat's *leeward* side is the side that is or, when she is head to wind, was away from the wind. However, when sailing by the lee or directly downwind, her *leeward* side is the side on which her mainsail lies. The other side is her *windward* side. When two boats on the same *tack*

DEFINITIONS

overlap, the one on the *leeward* side of the other is the *leeward* boat. The other is the *windward* boat.

Mark An object the sailing instructions require a boat to leave on a specified side, and a race committee boat surrounded by navigable water from which the starting or finishing line extends. An anchor line or an object attached accidentally to a *mark* is not part of it.

Mark-Room Room for a boat to leave a *mark* on the required side. Also,

- (a) room to sail to the *mark* when her *proper course* is to sail close to it, and
- (b) room to round the *mark* as necessary to sail the course.

However, *mark-room* for a boat does not include *room* to tack unless she is *overlapped* inside and to *windward* of the boat required to give *mark-room* and she would be *fetching* the *mark* after her tack.

Obstruction An object that a boat could not pass without changing course substantially, if she were sailing directly towards it and one of her hull lengths from it. An object that can be safely passed on only one side and an area so designated by the sailing instructions are also *obstructions*. However, a boat *racing* is not an *obstruction* to other boats unless they are required to *keep clear* of her or, if rule 23 applies, avoid her. A vessel under way, including a boat *racing*, is never a continuing *obstruction*.

Overlap See *Clear Astern* and *Clear Ahead*; *Overlap*.

Party A party to a hearing is

- (a) for a protest hearing: a protestor, a protestee;
- (b) for a request for redress: a boat requesting redress or for which redress is requested, a race committee acting under rule 60.2(b);
- (c) for a request for redress under rule 62.1(a): the body alleged to have made an improper action or omission;
- (d) a boat or a competitor that may be penalized under rule 69.2.

However, the protest committee is never a *party*.

Postpone A *postponed* race is delayed before its scheduled start but may be started or *abandoned* later.

DEFINITIONS

Proper Course A course a boat would sail to *finish* as soon as possible in the absence of the other boats referred to in the rule using the term. A boat has no *proper course* before her starting signal.

Protest An allegation made under rule 61.2 by a boat, a race committee or a protest committee that a boat has broken a *rule*.

Racing A boat is *racing* from her preparatory signal until she *finishes* and clears the finishing line and *marks* or retires, or until the race committee signals a general recall, *postponement* or *abandonment*.

Room The space a boat needs in the existing conditions, including space to comply with her obligations under the rules of Part 2 and rule 31, while manoeuvring promptly in a seamantlike way.

- Rule**
- (a) The rules in this book, including the Definitions, Race Signals, Introduction, preambles and the rules of relevant appendices, but not titles;
 - (b) ISAF Regulation 19, Eligibility Code; Regulation 20, Advertising Code; Regulation 21, Anti-Doping Code; and Regulation 22, Sailor Classification Code;
 - (c) the prescriptions of the national authority, unless they are changed by the sailing instructions in compliance with the national authority's prescription, if any, to rule 88.2;
 - (d) the class rules (for a boat racing under a handicap or rating system, the rules of that system are 'class rules');
 - (e) the notice of race;
 - (f) the sailing instructions; and
 - (g) any other documents that govern the event.

Start A boat *starts* when, having been entirely on the pre-start side of the starting line at or after her starting signal, and having complied with rule 30.1 if it applies, any part of her hull, crew or equipment crosses the starting line in the direction of the first *mark*.

Tack, Starboard or Port A boat is on the *tack, starboard or port*, corresponding to her *windward* side.

Windward See *Leeward and Windward*.

Zone The area around a *mark* within a distance of three hull lengths of the boat nearer to it. A boat is in the *zone* when any part of her hull is in the *zone*.

BASIC PRINCIPLES

SPORTSMANSHIP AND THE RULES

Competitors in the sport of sailing are governed by a body of *rules* that they are expected to follow and enforce. A fundamental principle of sportsmanship is that when competitors break a *rule* they will promptly take a penalty, which may be to retire.

ENVIRONMENTAL RESPONSIBILITY

Participants are encouraged to minimize any adverse environmental impact of the sport of sailing.

PART 1

FUNDAMENTAL RULES

1 SAFETY

1.1 Helping Those in Danger

A boat or competitor shall give all possible help to any person or vessel in danger.

1.2 Life-Saving Equipment and Personal Flotation Devices

A boat shall carry adequate life-saving equipment for all persons on board, including one item ready for immediate use, unless her class rules make some other provision. Each competitor is individually responsible for wearing a personal flotation device adequate for the conditions.

2 FAIR SAILING

A boat and her owner shall compete in compliance with recognized principles of sportsmanship and fair play. A boat may be penalized under this rule only if it is clearly established that these principles have been violated. A disqualification under this rule shall not be excluded from the boat's series score.

3 ACCEPTANCE OF THE RULES

By participating in a race conducted under these racing rules, each competitor and boat owner agrees

- (a) to be governed by the *rules*;
- (b) to accept the penalties imposed and other action taken under the *rules*, subject to the appeal and review procedures provided in them, as the final determination of any matter arising under the *rules*; and
- (c) with respect to any such determination, not to resort to any court of law or tribunal.

4 DECISION TO RACE

The responsibility for a boat's decision to participate in a race or to continue *racing* is hers alone.

5 ANTI-DOPING

A competitor shall comply with the World Anti-Doping Code, the rules of the World Anti-Doping Agency, and ISAF Regulation 21, Anti-Doping Code. An alleged or actual breach of this rule shall be dealt with under Regulation 21. It shall not be grounds for a *protest* and rule 63.1 does not apply.

PART 2

WHEN BOATS MEET

The rules of Part 2 apply between boats that are sailing in or near the racing area and intend to race, are racing, or have been racing. However, a boat not racing shall not be penalized for breaking one of these rules, except rule 24.1.

When a boat sailing under these rules meets a vessel that is not, she shall comply with the International Regulations for Preventing Collisions at Sea (IRPCAS) or government right-of-way rules. If the sailing instructions so state, the rules of Part 2 are replaced by the right-of-way rules of the IRPCAS or by government right-of-way rules.

SECTION A RIGHT OF WAY

A boat has right of way over another boat when the other boat is required to keep clear of her. However, some rules in Sections B, C and D limit the actions of a right-of-way boat.

10 ON OPPOSITE TACKS

When boats are on opposite tacks, a port-tack boat shall *keep clear of a starboard-tack boat*.

11 ON THE SAME TACK, OVERLAPPED

When boats are on the same tack and overlapped, a windward boat shall *keep clear of a leeward boat*.

12 ON THE SAME TACK, NOT OVERLAPPED

When boats are on the same tack and not overlapped, a boat *clear astern* shall *keep clear of a boat clear ahead*.

13 WHILE TACKING

After a boat passes head to wind, she shall *keep clear of other boats until she is on a close-hauled course*. During that time rules 10, 11 and 12 do not apply. If two boats are subject to this rule at the same

time, the one on the other's port side or the one astern shall *keep clear*.

SECTION B GENERAL LIMITATIONS

14 AVOIDING CONTACT

A boat shall avoid contact with another boat if reasonably possible. However, a right-of-way boat or one entitled to *room* or *mark-room*

- (a) need not act to avoid contact until it is clear that the other boat is not *keeping clear* or giving *room* or *mark-room*, and
- (b) shall be exonerated if she breaks this rule and the contact does not cause damage or injury.

15 ACQUIRING RIGHT OF WAY

When a boat acquires right of way, she shall initially give the other boat *room* to *keep clear*, unless she acquires right of way because of the other boat's actions.

16 CHANGING COURSE

16.1 When a right-of-way boat changes course, she shall give the other boat *room* to *keep clear*.

16.2 In addition, when after the starting signal a *port-tack* boat is *keeping clear* by sailing to pass astern of a *starboard-tack* boat, the *starboard-tack* boat shall not change course if as a result the *port-tack* boat would immediately need to change course to continue *keeping clear*.

17 ON THE SAME TACK; PROPER COURSE

If a boat *clear astern* becomes *overlapped* within two of her hull lengths to *leeward* of a boat on the same *tack*, she shall not sail above her *proper course* while they remain on the same *tack* and *overlapped* within that distance, unless in doing so she promptly sails astern of the other boat. This rule does not apply if the *overlap* begins while the *windward* boat is required by rule 13 to *keep clear*.

SECTION C

AT MARKS AND OBSTRUCTIONS

Section C rules do not apply at a starting mark surrounded by navigable water or at its anchor line from the time boats are approaching them to start until they have passed them.

18 MARK-ROOM

18.1 When Rule 18 Applies

Rule 18 applies between boats when they are required to leave a mark on the same side and at least one of them is in the zone. However, it does not apply

- (a) between boats on opposite tacks on a beat to windward,
- (b) between boats on opposite tacks when the proper course at the mark for one but not both of them is to tack,
- (c) between a boat approaching a mark and one leaving it, or
- (d) if the mark is a continuing obstruction, in which case rule 19 applies.

18.2 Giving Mark-Room

- (a) When boats are overlapped the outside boat shall give the inside boat mark-room, unless rule 18.2(b) applies.
- (b) If boats are overlapped when the first of them reaches the zone, the outside boat at that moment shall thereafter give the inside boat mark-room. If a boat is clear ahead when she reaches the zone, the boat clear astern at that moment shall thereafter give her mark-room.
- (c) When a boat is required to give mark-room by rule 18.2(b),
 - (1) she shall continue to do so even if later an overlap is broken or a new overlap begins;
 - (2) if she becomes overlapped inside the boat entitled to mark-room, she shall also give that boat room to sail her proper course while they remain overlapped.

However, if the boat entitled to mark-room passes head to wind or leaves the zone, rule 18.2(b) ceases to apply.

- (d) If there is reasonable doubt that a boat obtained or broke an *overlap* in time, it shall be presumed that she did not.
- (e) If a boat obtained an inside *overlap* from *clear astern* or by tacking to *windward* of the other boat and, from the time the *overlap* began, the outside boat has been unable to give *mark-room*, she is not required to give it.

18.3 Tacking in the Zone

If a boat in the *zone* passes head to wind and is then on the same *tack* as a boat that is *fetching the mark*, rule 18.2 does not thereafter apply between them. The boat that changed *tack*

- (a) shall not cause the other boat to sail above close-hauled to avoid contact or prevent the other boat from passing the *mark* on the required side, and
- (b) shall give *mark-room* if the other boat becomes *overlapped* inside her.

18.4 Gybing

When an inside *overlapped* right-of-way boat must gybe at a *mark* to sail her *proper course*, until she gybes she shall sail no farther from the *mark* than needed to sail that course. Rule 18.4 does not apply at a *gate mark*.

19 ROOM TO PASS AN OBSTRUCTION

19.1 When Rule 19 Applies

Rule 19 applies between boats at an *obstruction* except when it is also a *mark* the boats are required to leave on the same side. However, at a continuing *obstruction*, rule 19 always applies and rule 18 does not.

19.2 Giving Room at an Obstruction

- (a) A right-of-way boat may choose to pass an *obstruction* on either side.
- (b) When boats are *overlapped*, the outside boat shall give the inside boat *room* between her and the *obstruction*, unless she has been unable to do so from the time the *overlap* began.
- (c) While boats are passing a continuing *obstruction*, if a boat that was *clear astern* and required to *keep clear* becomes

overlapped between the other boat and the *obstruction* and, at the moment the *overlap* begins, there is not *room* for her to pass between them, she is not entitled to *room* under rule 19.2(b). While the boats remain *overlapped*, she shall *keep clear* and rules 10 and 11 do not apply.

20 ROOM TO TACK AT AN OBSTRUCTION

20.1 Hailing

When approaching an *obstruction*, a boat may hail for *room* to tack and avoid a boat on the same *tack*. However, she shall not hail if

- (a) she can avoid the *obstruction* safely without making a substantial course change,
- (b) she is sailing below close-hauled, or
- (c) the *obstruction* is a *mark* and a boat that is *fetching* it would be required to respond and change course.

20.2 Responding

- (a) After a boat hails, she shall give the hailed boat time to respond.
- (b) The hailed boat shall respond even if the hail breaks rule 20.1.
- (c) The hailed boat shall respond either by tacking as soon as possible, or by immediately replying ‘You tack’ and then giving the hailing boat *room* to tack and avoid her.
- (d) When the hailed boat responds, the hailing boat shall tack as soon as possible.
- (e) From the time a boat hails until she has tacked and avoided the hailed boat, rule 18.2 does not apply between them.

20.3 Passing On a Hail to an Additional Boat

When a boat has been hailed for *room* to tack and she intends to respond by tacking, she may hail another boat on the same *tack* for *room* to tack and avoid her. She may hail even if her hail does not meet the conditions of rule 20.1. Rule 20.2 applies between her and the boat she hails.

21 EXONERATION

When a boat is sailing within the *room* or *mark-room* to which she is entitled under a rule of Section C, she shall be exonerated if, in an incident with a boat required to give her that *room* or *mark-room*,

- (a) she breaks a rule of Section A, rule 15 or rule 16, or
- (b) she is compelled to break rule 31.

**SECTION D
OTHER RULES**

When rule 22 or 23 applies between two boats, Section A rules do not.

22 STARTING ERRORS; TAKING PENALTIES; MOVING ASTERN

22.1 A boat sailing towards the pre-start side of the starting line or one of its extensions after her starting signal to *start* or to comply with rule 30.1 shall *keep clear* of a boat not doing so until she is completely on the pre-start side.

22.2 A boat taking a penalty shall *keep clear* of one that is not.

22.3 A boat moving astern through the water by backing a sail shall *keep clear* of one that is not.

23 CAPSIZED, ANCHORED OR AGROUND; RESCUING

If possible, a boat shall avoid a boat that is capsized or has not regained control after capsizing, is anchored or aground, or is trying to help a person or vessel in danger. A boat is capsized when her masthead is in the water.

24 INTERFERING WITH ANOTHER BOAT

24.1 If reasonably possible, a boat not *racing* shall not interfere with a boat that is *racing*.

24.2 Except when sailing her *proper course*, a boat shall not interfere with a boat taking a penalty or sailing on another leg.

PART 3

CONDUCT OF A RACE

- 25 NOTICE OF RACE, SAILING INSTRUCTIONS AND SIGNALS**
- 25.1** The notice of race and sailing instructions shall be made available to each boat before a race begins.
- 25.2** The meanings of the visual and sound signals stated in Race Signals shall not be changed except under rule 86.1(b). The meanings of any other signals that may be used shall be stated in the sailing instructions.
- 25.3** A race committee may display a visual signal by using either a flag or other object of a similar appearance.

26 STARTING RACES

Races shall be started by using the following signals. Times shall be taken from the visual signals; the absence of a sound signal shall be disregarded.

<i>Minutes before starting signal</i>	<i>Visual signal</i>	<i>Sound signal</i>	<i>Means</i>
5*	Class flag	One	Warning signal
4	P, I, Z, Z with I, or black flag	One	Preparatory signal
1	Preparatory flag removed	One long	One minute
0	Class flag removed	One	Starting signal

*or as stated in the sailing instructions

The warning signal for each succeeding class shall be made with or after the starting signal of the preceding class.

27 OTHER RACE COMMITTEE ACTIONS BEFORE THE STARTING SIGNAL

- 27.1** No later than the warning signal, the race committee shall signal or otherwise designate the course to be sailed if the sailing instructions have not stated the course, and it may replace one course signal with another and signal that wearing personal flotation devices is required (display flag Y with one sound).
- 27.2** No later than the preparatory signal, the race committee may move a starting *mark*.
- 27.3** Before the starting signal, the race committee may for any reason *postpone* (display flag AP, AP over H, or AP over A, with two sounds) or *abandon* the race (display flag N over H, or N over A, with three sounds).

28 SAILING THE COURSE

- 28.1** A boat shall *start*, sail the course described in the sailing instructions and *finish*. While doing so, she may leave on either side a *mark* that does not begin, bound or end the leg she is sailing. After *finishing* she need not cross the finishing line completely.
- 28.2** A string representing a boat's track from the time she begins to approach the starting line from its pre-start side to *start* until she *finishes* shall, when drawn taut,
- (a) pass each *mark* on the required side and in the correct order,
 - (b) touch each rounding *mark*, and
 - (c) pass between the *marks* of a gate from the direction of the previous *mark*.

She may correct any errors to comply with this rule, provided she has not *finished*.

29 RECALLS

29.1 Individual Recall

When at a boat's starting signal any part of her hull, crew or equipment is on the course side of the starting line or she must comply with rule 30.1, the race committee shall promptly display flag X with one sound. The flag shall be displayed until all such boats have sailed completely to the pre-start side of the starting line or one of its extensions and have complied with rule 30.1 if it

applies, but no later than four minutes after the starting signal or one minute before any later starting signal, whichever is earlier. If rule 30.3 applies this rule does not.

29.2 General Recall

When at the starting signal the race committee is unable to identify boats that are on the course side of the starting line or to which rule 30 applies, or there has been an error in the starting procedure, the race committee may signal a general recall (display the First Substitute with two sounds). The warning signal for a new start for the recalled class shall be made one minute after the First Substitute is removed (one sound), and the starts for any succeeding classes shall follow the new start.

30 STARTING PENALTIES

30.1 I Flag Rule

If flag I has been displayed, and any part of a boat's hull, crew or equipment is on the course side of the starting line or one of its extensions during the last minute before her starting signal, she shall thereafter sail from the course side across an extension to the pre-start side before *starting*.

30.2 Z Flag Rule

If flag Z has been displayed, no part of a boat's hull, crew or equipment shall be in the triangle formed by the ends of the starting line and the first *mark* during the last minute before her starting signal. If a boat breaks this rule and is identified, she shall receive, without a hearing, a 20% Scoring Penalty calculated as stated in rule 44.3(c). She shall be penalized even if the race is restarted or resailed, but not if it is *postponed* or *abandoned* before the starting signal. If she is similarly identified during a subsequent attempt to start the same race, she shall receive an additional 20% Scoring Penalty.

30.3 Black Flag Rule

If a black flag has been displayed, no part of a boat's hull, crew or equipment shall be in the triangle formed by the ends of the starting line and the first *mark* during the last minute before her starting signal. If a boat breaks this rule and is identified, she shall be disqualified without a hearing, even if the race is restarted or resailed, but not if it is *postponed* or *abandoned* before the starting

signal. If a general recall is signalled or the race is *abandoned* after the starting signal, the race committee shall display her sail number before the next warning signal for that race, and if the race is restarted or resailed she shall not sail in it. If she does so, her disqualification shall not be excluded in calculating her series score.

31 TOUCHING A MARK

While *racing*, a boat shall not touch a starting *mark* before *starting*, a *mark* that begins, bounds or ends the leg of the course on which she is sailing, or a finishing *mark* after *finishing*.

32 SHORTENING OR ABANDONING AFTER THE START

32.1 After the starting signal, the race committee may shorten the course (display flag S with two sounds) or *abandon* the race (display flag N, N over H, or N over A, with three sounds), as appropriate,

- (a) because of an error in the starting procedure,
- (b) because of foul weather,
- (c) because of insufficient wind making it unlikely that any boat will *finish* within the time limit,
- (d) because a *mark* is missing or out of position, or
- (e) for any other reason directly affecting the safety or fairness of the competition,

or may shorten the course so that other scheduled races can be sailed. However, after one boat has sailed the course and *finished* within the time limit, if any, the race committee shall not *abandon* the race without considering the consequences for all boats in the race or series.

32.2 If the race committee signals a shortened course (displays flag S with two sounds), the finishing line shall be,

- (a) at a rounding *mark*, between the *mark* and a staff displaying flag S;
- (b) at a line boats are required to cross at the end of each lap, that line;
- (c) at a gate, between the gate *marks*.

The shortened course shall be signalled before the first boat crosses the finishing line.

Appendix II: CWO requirements one-man youth sailing



1.1.6 DIPLOMA JEUGDZEILEN EENMANS III

Het diploma omvat zowel de basis- als de gevorderdenmanoeuvres zoals aankomen aan hogerwal én lagerwal. Verder worden er bijzondere technieken en de beginselen van het wedstrijdzeilen behandeld. Dit alles onder redelijke omstandigheden, tot en met windkracht 5 Beaufort. De theorie sluit bij het gevorderdenniveau aan.

1.1.6.1 EISEN PRAKTIJK

36. Boot zeilklaar en nachtklaar maken
37. Zeil aan- en afslaan
38. Boot te water laten, uit het water halen en verhalen
39. Stand en bediening van de zeilen
40. Sturen, roer- en zwaardbediening
41. Overstag gaan
42. Gijpttechnieken
43. Aanlopen bovenwinds gelegen punt
44. Opkruisen nauw vaarwater
45. Afvaren van hogerwal en langswal
46. Afvaren van lagerwal
47. Aankomen aan hogerwal en langswal
48. Aankomen aan lagerwal
49. Hangtechniek en gewichtsverdeling
50. Boot stilleggen en op gang brengen
51. Omslaan en oprichten van de boot
52. Bijzondere vaarttechnieken: planeren, varen op golven, achteruitzeilen
53. Afmeren van de boot
54. Veilig handelen bij windvlagen
55. Zeiltrim
56. In de sleep komen, gesleept worden, uit de sleep gaan
57. Puzzel- en/of toertocht volbrengen
58. Kennismaken met wedstrijdzeilen

1.1.6.2 EISEN THEORIE

59. Schiemanswerk
60. Zeiltermen en benaming van onderdelen van de boot
61. Reglementen
62. Onderhoud van de boot
63. Vaarproblematiek van grote schepen

Aanbevolen literatuur:

- Het Zeilboek J. Peter Hoefnagels, Uitgeverij Het Goede Boek, ISBN 90 240 0667 8
- Optimist zeilen Karel Heijen, Theo Kramer, Marjolein Sonnema en Fredde Sonnema, Uitgeverij Hollandia, ISBN 90 6410 3291

1.1.6.3 TOELICHTING OP DE PRAKTIJKEISEN

1. Boot zeilklaar en nachtklaar maken

Een boot geheel op en af kunnen tuigen. Daarna boot opruimen en stormzeker ophangen.

2. Zeilen aan- en afslaan

Juiste steek toepassen voor het bevestigen van de lijken aan giek en mast. Juist bevestigen van de bindsels van de verschillende hoeken van het zeil. Zeillatten niet vergeten.

3. Boot te water laten, uit het water halen en verhalen

Te water laten: met hulp de boot naar het water tillen en met zo weinig mogelijk kans op blessures (rug verticaal houden) of beschadigingen aan de boot of wal, te water laten. Daarna de boot vastleggen, aan boord gaan en roer plaatsen indien er gezeild gaat worden of riemen, indien er geroeid gaat worden.

Uit het water halen: na verwijderen van zwaard en roer, van boord gaan, de boot uit het water tillen en op zijn plaats brengen, waarbij beschadigingen of blessures voorkomen worden.

Boot verhalen: met behulp van peddel en/of riemen.

4. Stand en bediening van de zeilen

Correcte zeilstanden op alle koersen. Bij hoog aan de wind schoot strak houden en oploeven en door middel van sturen de windveranderingen opvangen.

5. Sturen, roer- en zwaardbediening

Zeker sturen met behulp van de joystick in bovengreep, niet onnodig veel roer geven. Zwaardbediening naar gelang windkracht en koers dient goed verzorgd te worden.

6. Overstag gaan

Van hoog aan de wind tot hoog aan de wind: de zeilschoot en de helmstokverlenger goed onder controle houden en pas gaan verzitten als de giek over de nieuwe boeg komt. Inzicht en juiste uitvoering vereist.

7. Gijptechnieken

Gijpen nagenoeg zonder koerswijziging ('S-gijp').
Gijpen gevolgd door snelle koerswijziging tot aan de wind ('noodgijp').
Gijpen vermijden door overstag gaan ('stormrondje').

8. Aanlopen bovenwinds gelegen punt

Zonder overbodige slagen en een behoorlijke dwarspeiling een bovenwinds gelegen punt (bijv. een boei) aanzeilen.

9. Opkruisen in een nauw vaarwater

Zorgen voor behoud van snelheid. Opmerken en toepassen van de lange en korte slag, indien de wind niet precies in het verlengde van het vaarwater staat.

10. Afvaren van hogerwal en langswal

Opletten dat andere vaartuigen niet gehinderd worden. Zelf afduwen.
Hogerwal: afvaren over de juiste boeg (grootste hoek schip/wal). Zeilschoot vieren tijdens volvallen. Juiste toepassing roer voor deinzend schip.
Langswal: afvaren in de voorwaartse richting.
Deze manoeuvres moeten zonder hulp van buitenaf worden uitgevoerd.

11. Afvaren van lager wal

Een eind uit de wal peddelen of roeien (met of zonder gezet zeil) of een helper vanaf de kant een duw tegen en in het verlengde van de giek laten geven.
N.B.: bij het bevestigen van zwaard en roer rekening houden met de walkant.

12. Aankomen aan hogerwal en langswal

Aankomen op een van tevoren bepaalde plaats.
Aan de wind: de snelheid wordt hierbij geregeld door het zeil te vieren en aan te halen door middel van de schoot.
Opschietter: de snelheid wordt verminderd door de boot plotseling in de wind te sturen. Afstand juist schatten.
Deze manoeuvres dienen zonder assistentie van buitenaf te worden uitgevoerd.

13. Aankomen aan lagerwal

Bovenwinds tuig van de boot halen of door het uitscheren van de schoot (achtknoop eruit halen). Indien nodig, tijdig zwaard en/of roer eruit halen.

14. Hangtechniek en gewichtsverdeling

Hanghouding: indien de windkracht het noodzakelijk maakt, moet worden uitgehangen met de voeten onder de hangband en de dijbenen op het boord.
Voorkomen moet worden dat de rug hol getrokken wordt. De helmstokverlenger moet worden gebruikt om vanaf de juiste plaats in de boot te kunnen sturen.
Gewichtsverdeling: in langst- en dwarsrichting correct reageren op omstandigheden zodat de boot zo gunstig mogelijk in het water ligt.

15. Boot stilleggen en op gang brengen

Vaart minderen door grootschoot te vieren op een koers met de wind dwars of voorlijker dan dwars. Na tot stilstand te zijn gekomen de schoot langzaam weer aantrekken en wegvaren.

16. Omslaan en oprichten van de boot

Boot ongeacht de koers om kunnen laten slaan en deze zelfstandig weer oprichten en leeghouden. Dit alles zonder hulp.

17. Bijzondere vaarttechnieken

Planeren: gewichtsverdeling en koers aanpassen en onder de daarvoor vereiste omstandigheden in planerende toestand geraken of blijven.
Varen op golven: gewichtsverdeling en koers aanpassen om duiken en snelheidsverlies te voorkomen.
Achteruit zeilen: na het stilleggen van de boot, de giek tegen de wind in duwen en met het roer zodanig sturen dat de boot min of meer recht achteruit blijft varen.
Daarna op goede manier volvallen.

18. Afmeren van de boot

De boot zodanig afmeren dat deze niet beschadigd wordt of andere schepen kan beschadigen. Daarbij gebruik maken van landvasten en juiste toepassing van knopen en steken en zo nodig van stootkussens.

19. Veilig handelen bij windvlagen

Bij een vlaag kan het zeil onmiddellijk gevied worden of, daar waar voldoende ruimte is, de helmstok (verlenger) ook losgelaten worden waardoor de boot oploeft (opsturen bij aan de windse koers is nog niet verplicht).

20. Zeiltrim

Juiste afstelling van het zeil naar gelang de windsterkte:
De stand van de spriet (geen plooien in het zeil).
De spanning op de neerhouder (weinig bij lichte wind, meer bij meer wind).
De stand van de mast (voorover, rechtop, achterover).
De spanning op de lijken (weinig: bol zeil, strak: vlak zeil).

21. In de sleep komen, gesleept worden, uit de sleep gaan

Samenstellen van de sleep: (rustig varende) het zeil moet worden gestreken indien de wind dwars of voorlijker dan dwars invalt, direct na het in de sleep komen. Indien de wind achterlijker dan dwars inkomt, dient het zeil voor het in de sleep komen gestreken te worden.

Ontbinden van de sleep: (rustig varende) het zeil moet worden gezet bij wind dwars of voorlijker dan dwars. Voor het ontbinden van de sleep en bij wind achterlijker dan dwars dient het zeil pas na het ontbinden van de sleep gezet te worden. Tijdens de strijk- en hjsmanoeuvre in de sleep wordt de sleep met minimale snelheid voortbewogen.

22. Puzzel en/of toertocht volbrengen

Hierbij is het van belang dat al varende een bepaalde route gevolgd wordt, waarbij de zeiler zelfstandig het tempo en de oplossingen van problemen voor zijn rekening neemt. Dit alles wel onder beperkt toezicht.

23. Kennismaken met wedstrijdzeilen

Een kleine Olympische baan samen met een aantal andere deelnemers 'goed' zeilen. De startprocedure, bestaande uit een 5,4 en 1 minutensein (resp. waarschuwingse- en voorbereidingssein) en startsein, begrijpen en ernaar handelen. De finishlijn goed doorvaren en aanvaringen voorkomen volgens het Binnenvaartpolitiereglement .

SLEUGDZEILEN EENMANS

1.1.6.4 TOELICHTING OP DE THEORIE-EISEN

1. Schiemanswerk

Het op de juiste plaats en op de juiste wijze uitvoeren van de volgende knopen en steken: paalsteek, schootsteek (ook dubbel), opschieten van een lijn, lijn kunnen beleggen op een kikker.

2. Zeiltermen en benamingen van onderdelen van de boot

Zeiltermen: het kunnen verklaren van de volgende termen: korte slag, lange slag, noodgijp, S-gijp, deinzen, achteruit zeilen, planeren, langswal, Olympische baan, start, finish, opschieten (van een lijn), achterlijker dan dwars.
Benamingen: het kunnen verklaren van de volgende begrippen: kielboot, windsurfplank, catamaran, trimaran, tell-tale.

3. Reglementen

De volgende regels uit het Binnenvaartpolitiereglement kunnen toepassen:

1.01 lid A 3°	groot schip
1.01 lid A 4°	klein schip
6.01	Vaarregels: begripsbepalingen
6.03 lid 1,3,4,5	Tegengestelde koersen: algemene beginselen
6.04 lid 2	Tegengestelde koersen: stuurboordwal
6.04 lid 3	Tegengestelde koersen: klein schip verleent voorrang aan groot indien geen stuurboordwal
6.04 lid 6,8 motor	Tegengestelde koersen: kleine zeilschepen onderling en zeil - spier -
6.07 lid 6	Voorbijvaren op tegengestelde koersen in een engte
6.09	Voorbijlopen: algemene bepalingen
6.10 lid 1	Voorbijlopen: aan bakboord of indien ruimte aan stuurboord
6.17 lid 2	Kruisende koersen: stuurboordwal
6.17 lid 3	Kruisende koersen: klein schip verleent voorrang aan groot indien geen stuurboordwal
6.17 lid 6	Kruisende koersen: kleine zeilschepen onderling
6.17 lid 9	Kruisende koersen: zeil - spier - motor

4. Onderhoud van de boot

Kunnen vertellen hoe boot en tuig tijdens de winter verzorgd moeten worden.

5. Vaarproblematiek van grote schepen

Dode hoek (uit de koerslijn blijven).
Diepgang.
Windvang (ongeladen).
Zuiging.