

Qualification Specification

Level 1 Award in British Sign Language

500/6070/3

Sept 2009 – Aug 2010



Signature

Mersey House
Mandale Business Park
Belmont
Durham DH1 1TH

Telephone: 0191 383 1155
Textphone: 0191 383 7915
Fax: 0191 383 7914
Email: durham@signature.org.uk
Website: www.signature.org.uk

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QUALIFICATION SPECIFICATION

Signature Level 1 Award in British Sign Language (QCF)

(QAN: 500/6070/3)

(Signature Qualification Reference: BSL1)

Qualification Aim

This qualification is designed to enable learners to communicate with Deaf people in British Sign Language (BSL) on a range of topics that involve simple, everyday language use.

The specification has been designed to be consistent with the National Language Standards at Level 1.

Qualification Structure

The qualification is divided into three units, each of which can be achieved separately. Learners who are new to BSL should cover the introductory unit first, as units 102 and 103 build on this knowledge. Units 102 and 103 can be taken in any order.

To achieve the full Level 1 Award in British Sign Language, candidates are required to pass all units.

Signature unit code	QCF unit number	Unit title	Unit details
BSL101	F/502/4513	Introduction to BSL	See Unit BSL101 pages 1-6
BSL102	Y/502/4520	Conversational BSL	See Unit BSL102 pages 1-7
BSL103	D/502/4521	BSL at School, College or Work	See Unit BSL103 pages 1-7

Unit BSL101 is internally assessed by the teacher. Units BSL102 and BSL103 are externally assessed by a Signature assessor.

The recommended guided learning hours are **64** hours as shown below:

Unit	Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 1
BSL101	20	10	30	3
BSL102	22	8	30	3
BSL103	22	8	30	3
Total	64	26	90	9

GLH includes assessment time.

Additional study hours include private study, homework, practice, etc.



Qualification Objectives

At the end of the qualification, learners will be able to:

- understand and use a limited range of simple words and sentences in BSL;
- take part in simple, predictable conversations in BSL;
- give and follow simple directions or instructions in BSL;
- give and follow simple familiar statements or descriptions in BSL.

(National Language Standards 2005 – Level 1)

Target Group

Level 1 Award in British Sign Language can be taken without any previous BSL experience at any level. This qualification allows learners to gain basic competence and confidence in the two skill areas of production and reception of BSL.

Level 1 Award in British Sign Language is suitable for those who:

- wish to acquire basic language skills to facilitate simple communication with Deaf people;
- wish to acquire new language skills as part of a programme of study;
- wish to progress to more advanced study and/or employment using BSL in the future;
- are studying for personal development;
- are parents, family, friends or colleagues of Deaf people.

Level 1 Award in British Sign Language is suitable for all ages, including pre-16.

Progression Routes

On completion of Signature Level 1 Award in British Sign Language, a wide range of further qualifications are available, including:

- Signature Level 2 Certificate in British Sign Language;
- CACDP Level 3 Certificate in British Sign Language;
- CACDP Level 3 NVQ in British Sign Language.



UNIT SPECIFICATION

Unit BSL101 – Introduction to British Sign Language

(QCF Unit Number: F/502/4513)

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 1
20	10	30	3

Unit Summary

Topics Learning Outcomes

A. Meeting People

- Address, greet and take leave of another BSL user.
- Understand and produce fingerspelling (the manual alphabet) to denote names of people and places.
- Use and recognise strategies for asking for clarification.
- Use and recognise simple question forms.
- Ask for and give relevant personal information about self and/or others.

B. Using Numbers

- Use and recognise the local numbering systems for counting people and things.

C. Weather

- Describe and ask about the weather.

D. Transport

- Give and receive information about mode of travel.

E. Directions

- Describe and give directions in places/buildings.
- Ask for directions.



Topic Content

A. Meeting People

Meeting familiar people

Attracting attention, e.g. tapping and waving.
Informal ways of greeting familiar people, e.g. Use of gesture; Hi! Alright? How are you? Haven't seen you for a while!

Meeting unfamiliar people in familiar surroundings (e.g. the sign class or in the Deaf club)

Attracting attention, e.g. tapping and waving.
Formal ways of greeting unfamiliar people.
Introducing oneself, e.g. Hello/good morning, I'm pleased to meet you. My name is Sarah. What is your name? Where are you from or Where do you live? I live in York. What's her/his/their name? Are you Deaf/hearing? I'm learning BSL. I am/am not Deaf/hearing.

Meeting unfamiliar people in public places, shops, cafes, offices, etc

Asking if they require assistance, e.g. What do you want? What would you like me to do? Can I help? I am learning to sign/I sign a little. Who do you want to meet? Do you want black or white coffee?

Requesting clarification

When a response or question isn't understood, e.g. Again please. Sorry, I don't understand. What was that sign? Please write it down.

Using facial expressions when asking or responding to questions, or signalling affirmation and negation.

Leave taking

Ending an interaction politely, e.g. Thank you. I must go. Pleased to meet you. See you again. See you later. Excuse me. Goodbye.

Range of vocabulary could include:

Hello, good morning, please, thank you, sorry, no, yes, name, first, second, surname, name sign, deaf, hearing, hard of hearing, deafened, not, me, you, us, them, your, my/mine, his, her, theirs, where, who, what, how, help, learn, BSL, sign, lot, little, see, meet, meet again, live where, do/don't understand, write, pen, paper, repeat, slowly, pleased, happy, see you later, excuse me, goodbye, sit, chair, drink, wait, arrive, leave, tea, coffee, milk, black, white, sugar, water.

B. Using Numbers

Basic numbers

Counting 0 – 9 using the one-handed variant used in the learner's locality.

This will allow the learner to use these numbers to create larger numbers (to show time, age, etc), until they learn local/regional numbering conventions in later units.

Range of vocabulary could include:

Minutes, time, pounds, pence, days, weeks, months, years, people, 1st, 2nd (see E. Directions).



Topic Content

C. Weather

Remarking on the weather

Asking about the weather, e.g. What's the weather like?

Describing the weather, e.g. It's not nice today; it's raining and cold. It is lovely today, nice and sunny and hot.

Range of vocabulary, used in the context of 'weather', could include:

Hot, cold, warm, wet, dry, nice, rain, sun(ny), lovely.

D. Transport

Describing mode of travel

Asking for and giving information about travel, e.g. How did you get here? Did you walk? I drove here. Where can I catch the bus? I came by train.

Range of vocabulary could include:

Travel, walk, cycle, bike, car, drive, run, bus, train, aeroplane, how, arrive, leave, time, meet, when, where (see also A. Meeting People).

E. Directions

Giving and describing simple directions

Giving and describing directions, e.g. The ladies toilet is upstairs, left at the second door. The lift is on the right. Go to the fourth floor. Go upstairs/downstairs. Who do you want to see? You need to ask...

Asking for directions

Where's the toilet? Where is David? How do I get to the café?

Range of vocabulary could include:

Toilet, exit, way out, stairs, lift, up, down, left, right, first, second, third, floor, upstairs, downstairs, ask, door, go.



ASSESSMENT SPECIFICATION

Please read this specification in conjunction with Signature Assessment Regulations and Signature General Regulations on our website.

Assessment for this unit will take the form of an exchange, or series of exchanges, between teacher and candidate. Teachers will devise activities to cover all the Learning Outcomes (see page 1) which will be recorded on the Candidate Assessment Record Form provided (see page 6).

Candidates will produce evidence which will show both productive and receptive skills for each item on the record. More than one item can be demonstrated in one activity.

The centre will allocate an appropriate person to mark the assessment on the Candidate Assessment Record (CAR) Forms. This person is deemed to work for the centre as their teacher-assessor and must complete the CAR Form. External quality assurance will be carried out by Signature.

At the discretion of the teacher-assessor, the assessment can be carried out either on a continuous basis over the length of the unit, or at the end. It is not necessary to assess all items, or all candidates, at the same time. The assessment should be **no more than 5 minutes**.

Assessment time is built into the 20 hours of learning time, and used at the teacher-assessor's discretion.

On completion of the assessment the teacher-assessor should follow Signature regulations for instructions on returning paperwork.

The pass mark for the assessment is 85%, i.e. 15/18. Refer to page 5 for the guidelines.



GUIDELINES

The candidate can **use (Production)** and **recognise (Reception)** BSL in the following ways:

Assessment criteria:	Production achieved	Reception achieved
Greet/greeted in BSL	Candidate to welcome teacher.	Teacher to welcome candidate and candidate to acknowledge.
Fingerspell own name, receive others	Candidate to fingerspell own name.	Candidate to understand teacher fingerspelling name and repeat.
Ask to repeat, clarify if asked (in other ways, e.g. write down)	If this does not occur naturally, teacher needs to give a 'difficult' or unknown sign to allow candidate to seek repetition or clarification.	If this does not occur naturally, teacher needs to pretend not to understand and ask for repetition or clarification. Candidate must show understanding of this by repeating their last input.
3 question forms – use/recognise	Candidate must ask between 1 to 3 questions around personal information about others.	Teacher must ask between 1 to 3 questions around personal information about others.
	A total of 3 questions for this section are acceptable.	
Numbers 0-9 – use/recognise describing/confirming/asking about people, time, money, dates	At least 1 sign relating to numbers needs to be given by the candidate.	At least 1 sign relating to numbers signed by teacher and needs to be understood and acknowledged by candidate.
3 signs describing/asking about weather – use/recognise	Candidate must sign between 1 to 3 signs describing or asking about weather.	Teacher must sign between 1 to 3 signs describing or asking about weather. Candidate to acknowledge understanding.
	A total of 3 weather signs for this section are acceptable.	
Transport – describe/ask/recognise about car, bus, train, walking	Candidate must give at least 1 sign in relation to transport by describing or asking.	Teacher to sign at least 1 sign about transport. Candidate to acknowledge.
Ask/give/receive simple directions Must do both parts of → The directions criteria →	Candidate must ask for directions and acknowledge. Candidate to give directions.	Teacher must give directions. Teacher must ask for directions.
Taking leave – use/recognise signs	Candidate to take leave of teacher.	Teacher to end an interaction politely and candidate to acknowledge.



CANDIDATE ASSESSMENT RECORD FORM

Centre:

Assessment ID:

Candidate name:

Candidate ID:

Assessment criteria	See Qualification Specification Unit 101 page 5		
	Production achieved	Reception achieved	
The candidate can use (Production) and recognise (Reception) BSL in the following ways:			
Greet/greeted in BSL			
Fingerspell own name, receive others			
Ask to repeat, clarify if asked			
3 question forms – use/recognise			
Numbers 0-9 – use/recognise, describing/confirming/asking about people, time, money, dates			
3 signs describing/asking about weather – use/recognise			
Transport – describe/ask/recognise about car, bus, train, walking			
Ask/give/receive simple directions			
Taking leave – use/recognise signs			
Number achieved (✓)			
Total/Result		Pass	Fail

(15 or more to pass)

I certify that the above assessments were carried out according to Signature regulations for this unit, and that no assistance was given to the candidates during the assessment(s).

I confirm that a total of 15 or more ticks in the productive and receptive requirements have been met.

Teacher-assessor name (please print):

Signed:

Date:



UNIT SPECIFICATION

Unit BSL102 – Conversational British Sign Language

(QCF Unit Number: Y/502/4520)

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 1
22	8	30	3

Unit Summary

Topics

A. At Home – People, Animals and Objects

- Give, ask for and understand information about people, animals and objects in the home:
 - in relation to size, colour and shape;
 - in relation to location.

B. Using Numbers

- Give, ask for and understand information about age, time, money and calendar.

C. Interests and Activities

- Give, ask for and understand information about interests and activities of self and others.

D. Weather

- Give, ask for and understand general comments about the weather.
- Describe different types of weather.



Topic Content

Describing people	Describing people, e.g. Sue is tall and slim. Jayne has red, curly hair. John is short and wears glasses.
Giving and receiving information about people	Giving information about people, e.g. I have 3 brothers and 2 sisters. My son/daughter is still at school. Do you have a family? Are your children young/older?
Describing animals	Describing pets, e.g. My dog is small, has long ears and a brown and white curly coat. What is your (pet) like? The rabbit is big and fluffy.
Describing objects/furniture	Describing objects in a room, e.g. The box is big and green. What is it like?
Locations	Describing where specific things are located, e.g. Do you know where Sue is? The black cat with a white ear, have you seen it? Where's my ball? The book is on the top shelf on the right. The table is against the wall on the left side of the room. My blue bike is in the shed.
Range of vocabulary could include:	<i>Family, mother, father, parent(s), grandma, granddad, son, daughter, baby, brother, sister, child(ren), friend, boyfriend, girlfriend, old, young, fair, dark, redhead, curly, straight, bald, beard, moustache, tall, short, fat, slim, thin, red, blue, green, yellow, coat, jacket, trousers, jeans, skirt, dress, shorts, shoes, dog, cat, rabbit, goldfish, chair, desk, shelf, cupboard, computer, bed, sofa, TV, DVD, video, picture, room, door, window, kitchen, living room, bedroom, bathroom, garden, garage, car, bike, ball, toy, left, right, school.</i>
A. At Home – People, Animals and Objects	
B. Using Numbers	
In relation to age	Giving information about and asking about age, e.g. I have 2 brothers; one is 16 and the other 18. I am the oldest in my family. How old are your children/your parents? Are you the youngest?
In relation to telling the time	Giving and asking the time, e.g. I'll meet you at 7.00 pm. I'll be home at 6.30 pm.
In relation to money	Ask for and give information in relation to money, e.g. How much is that? It is £25. It was cheap/expensive. 25p please.
In relation to calendar information	Giving and asking for information about 'when', e.g. On Tuesdays, I go to the cinema. I visit my sister every year. When are you going out for a meal? When is your birthday?
Range of vocabulary could include:	<i>Young, youngest, old, oldest, birthday, 21 years old, early, late, morning, afternoon, evening, night, day, week, bedtime, now, before, past, future, o'clock, quarter-past, half-past, quarter-to, pounds and pence, change, how much?, cash, cheque, credit card, expensive, cheap, day, night, week, month, year, weekend, today, tomorrow, yesterday, every, weekly, regularly, next, last, what time we/you/they meet, leave when, arrive, late, early, January – December, days of the week.</i>



C. Interests and Activities

Describing interests and activities in the home

Giving and asking about activities carried out by people in your home, e.g. My father likes gardening. I play the piano. My husband/wife washes the car every Sunday. Do you like computer games?

Describing day-to-day activities of self and others

Giving and asking for information about interests and activities carried out by you and people you know, e.g. I like shopping/keeping fit/fishing. What are you interested in? My brother takes his children to the youth club every Friday. My partner has started a keep-fit class. My friend goes on camping holidays every year.

Range of vocabulary could include:

Interest, hobby, sport, football, jogging, keep-fit, cycling, gardening, holiday, day-trip, seaside, beach, cinema, deaf club, eat-out, pub, youth club, night club, meeting, shopping, cooking, DIY, computer games.

In addition, individuals may wish to learn other vocabulary in order to describe their own particular interests. Please note that it is not expected that all candidates should know the signs for the activities in the following list:

Tennis, golf, skiing, swimming, fishing, sailing, climbing, walking, camping, mountains, theatre, drama, museum, night-class, boy scouts, brownies, girl guides, knitting, sewing.

D. Weather

Remarking on the weather

Making simple comments about the weather, e.g. It's not very nice today; the weather's awful! It is lovely today, nice and sunny. I like summer best. Isn't it a nice day?

Describing the weather

Describing different types of weather, e.g. It is pouring down with rain. It snowed heavily last month. The wind is terrible. It's freezing/sunny!

Range of vocabulary could include:

Hot, wind/y, thunder, cloudy, warm, cool, cold, nice, awful, sun, snow, rain, frost, freezing, spring, summer, autumn, winter.



LEARNING OUTCOMES

Comprehension (Receptive Skills)

- Understanding – Can understand the teacher so that conversation (at this level) flows.
- Questions – Can answer questions correctly.
- Fingerspelling – Can read fingerspelling.

Production (Signing Skills)

- Signing pace and flow – Can sign at appropriate pace and with adequate flow.
- Signing space – Can use signing space appropriately.
- Placement – Can use placement correctly.
- Non-manual features – Can use facial expressions correctly and appropriately.
- Grammar/structure – Can use BSL structure and order correctly.
- Vocabulary – Can use a wide range of vocabulary from the unit.
- Handshape and movement – Can produce signs with the correct handshape, location/position and direction/orientation.
- Fingerspelling – Can fingerspell correctly and appropriately.

Conversation Skills

- Turn-taking – Can take turns appropriately in a conversation, using eye contact and eye gaze appropriately.

See page 6 Unit 102 Assessment Criteria for more information.



ASSESSMENT SPECIFICATION

Please read this specification in conjunction with Signature Assessment Regulations and Signature General Regulations on our website.

The teacher will conduct a 4-5 minute conversation with the candidate, on a title supplied by Signature. The conversation will allow candidates to show both productive and receptive skills covering the assessment criteria (see page 6).

The candidate will pick the title from a choice of 3 supplied by Signature (for example: My Family, My Pet, or My Favourite Interest).

The teacher will conduct a conversation with the candidate, based on the title.

Assessment Procedure

- The teacher will escort the candidate to a chair or a spot to stand on.
- The teacher will check the camera and switch it on.
- The teacher will have a brief 'warm-up' with the candidate, i.e. How are you? Are you comfortable? This should be no longer than 10-20 seconds.
- The teacher will introduce themselves by giving their first name.
- The teacher will ask the candidate to fingerspell their full name to the camera.
- The candidate will fingerspell their full name to the camera; this should be given fully and clearly. **This will not be marked.**
- The teacher will ask the candidate which title has been selected.
- The candidate will sign the title; this should be given fully and clearly. **This will not be marked.**
- The conversation will start. The time of the assessment also starts.
- The conversation should be **between 4-5 minutes** in length.
- The teacher will draw the conversation to a close at an appropriate time, at no less than 4 minutes and no more than 5 minutes.

Notes

- Candidates will fail if the assessment is finished under 4 minutes.
- Assessments over 5 minutes will not be marked from 5 minutes onwards.
- The conversation should focus mainly on the selected title chosen, but it is acceptable for the conversation to include wider vocabulary from elsewhere in the specification.
- The teacher and candidate may interrupt, seek clarification or ask for repetition at any point during the conversation.
- Marks will not be given if the candidate or the teacher are using SSE (Sign Supported English).
- Marks will not be given if the candidate or the teacher use voice.
- There must be no editing of the recording of the candidate's performance.

The pass mark for the assessment is 50%, i.e. 20/40. Refer to page 6 for the assessment criteria.



ASSESSMENT CRITERIA

Skills	Learning Outcomes	Assessment Criteria and Scores					
		Pts		Pts		Pts	
Comprehension (candidate's receptive skills)	Understanding	Little or no evidence shown	0	Can understand teacher about half of the time	2	Understands teacher most of the time	4
	Questions		0	At least two questions answered correctly	2	Three or more questions answered correctly	4
	Fingerspelling		0	Teacher fingerspells word and candidate asks for one repetition then acknowledges by fingerspelling back	1	Candidate recognised fingerspelled word with no repetition and fingerspelled back	2
Production (candidate's signing skills)	Signing pace and flow		0	Candidate able to sign at correct pace and flow about half of the time	2	Candidate able to sign at correct pace and flow most of the time	4
	Signing space		0	Candidate able to use signing space correctly about half of the time	1	Candidate able to use signing space correctly most of the time	2
	Placement		0	Candidate used placement correctly about half of the time	1	Candidate used placement correctly most of the time	2
	Non-manual features		0	Candidate used non-manual features correctly about half of the time	2	Candidate used non-manual features correctly most of the time	4
	Grammar/structure		0	Candidate used BSL structure and order correctly about half of the time	2	Candidate used BSL structure and order correctly most of the time	4
	Vocabulary		0	Candidate used a limited range of vocabulary	3	Candidate used a wide range of vocabulary	6
	Handshape and movement		0	Candidate used handshape and movement correctly about half of the time	2	Used handshape and movement correctly most of the time	4
Fingerspelling	0	Candidate fingerspelled at least one word correctly using the correct form of letter on hand(s)	1	Candidate fingerspelled at least two different words correctly using the correct form of letter on hand(s)	2		
Conversational skills	Turn-taking	0	Used turn-taking appropriately about half of the time	1	Used turn-taking appropriately most of the time	2	

Note: Refer to the Appendix for further explanation of the assessment criteria.



Level 1 Award in British Sign Language

Unit BSL102

UNIT MARK SHEET

Unit: BSL102																					
Assessment Number:																					
Skills	Assessment Factors	(1 st candidate's name)			(2 nd candidate's name)			(3 rd candidate's name)			(4 th candidate's name)			(5 th candidate's name)							
		Marks			Marks			Marks			Marks			Marks							
Receptive Skills	Understanding	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Questions	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Fingerspelling	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Productive Skills	Signing pace & flow	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Signing space	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
	Placement	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
	Non-manual features	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Grammar/structure	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Vocabulary	0		3	6	0		3	6	0		3	6	0		3	6	0		3	6
	Handshape & movement	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Fingerspelling	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Conversational	Turn-taking	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Total score																					
If zero score – tick correct reason	Off topic																				
	Under time																				
Other	Not assessed																				
Fingerspelling (Receptive)																					
Fingerspelling (Productive)																					

Assessor Signature

Assessor Name

Date



UNIT SPECIFICATION

Unit BSL103 – British Sign Language at School, College or Work

(QCF Unit Number: D/502/4521)

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 1
22	8	30	3

***Please note that examples and vocabulary provided in this unit refer to school, college, and work environments. Learners are expected to know and use BSL in relation to their own environment, i.e:**

- School pupils are not expected to know/use vocabulary relating to work.
- Adults are not expected to know/use the range of vocabulary relating to school, although they may need vocabulary for 'college' as well as work.

Unit Summary

Topics

Learning Outcomes

A.

Getting Around

- Give, ask for and understand directions in a building.
- Describe places and buildings.

B.

Exchanging Information

- Give, ask for and understand information in relation to school, college or work.
- Give, ask for and understand information about people.

C.

Refreshments

- Give, ask for and understand information about refreshment breaks.

D.

Using Numbers

- Give, ask for and understand information in relation to time and calendar.



Topic Content

Giving directions in a building

A. Getting Around

Giving directions in a familiar building, e.g. The office is downstairs. Take the first left and it is on your right. The second classroom is on the right. The ladies' toilet is upstairs, down the corridor and the third door on your left.

Asking for directions in a building

e.g. Do you know where the computer room is please? Is the workshop along here? Is the DIY department on the ground floor?

Describing places/buildings

Giving descriptions of familiar places/buildings, e.g. This school has 3 floors and the classroom is on the first floor. The computer room has computers around 3 sides of the room and a whiteboard on the end wall.

Range of vocabulary could include

Work, office, shop, factory, school, college, lift, men's/women's toilet, classroom, door, window, gym, hallway/corridor, left, right, straight ahead, round corner, first floor.

*(see note at the top of Unit BSL103 page 1):

B. Exchanging Information

Giving, asking and describing the environment

Giving and asking for information about school, college or where you work, e.g. Where do you work? How do you get there? I work at.... Which school do you go to? I go to....I go by car/bus/bike.

Giving and asking for information about school, college or work environment, e.g. Do you get paid monthly? I am applying for a job at.... My favourite subject is.... Do you get a lot of homework?

Giving information about people

e.g. My sister is a teacher. My husband/wife works in an office. The head-teacher is a tall man. My manager is 40 years old.

Asking for information about people

e.g. Where does your partner work? What is your boss like? How many pupils are there in your class? Do you have an interpreter for meetings?

Range of vocabulary could include

Job advert, apply, application form, interview, Access to Work, office, shop, factory, school, earn, pay, overtime, sick pay, pension, tax, school, classroom, subject, maths, English, teacher, homework, uniform, pocket money, report, desk, photocopier, till, counter, cashier, machine, calculator, phone, colleague, workmate, manager, meeting, administrator, cook, builder, painter, driver, cleaner, caretaker, head-teacher,, class, lesson, interpreter, policeman, nurse, doctor, dentist, retired, unemployed, student, self-employed, own business.

*(see note at the top of Unit BSL103 page 1):



Topic Content

Exchanging information about refreshment breaks

Range of vocabulary could include

*(see note at the top of Unit BSL103 page 1):

Using local numbering systems

In relation to telling the time

Asking for and giving calendar information

Range of vocabulary could include

*(see note at the top of Unit BSL103 page 1):

C. Refreshments

e.g. Let's break for coffee at 11.00 am. Would you like a cup of tea? What time is lunch? First lunch is at 12 o'clock. I'm taking a late lunch. Can we meet for a drink after school/college/work?

Canteen, dining room/hall, café, breakfast, lunch, tea-break, hot/cold meal, pizza, curry, chips, salad, coke, orange juice, water, milk, sandwich, crisps, nuts, sweets, biscuit, cake, orange, banana, apple, drink, wine, beer, early, late, morning, afternoon, evening, now, before, past, o'clock, quarter-past, half-past, quarter-to.

D. Using Numbers

Count to 100, thousands, millions, e.g. There are 300 people in my school. I need 15 boxes of paper. How many packets of crisps are in that box? There are 33.

Giving and asking the time, e.g. I got up very early this morning, at 5.00 am. What time does this meeting finish? Let's meet in half an hour. What time is the next lesson?

Asking for and giving information about 'when', e.g. Do you work everyday? When are you back at school/work? I don't go to work on Thursdays. I went to work yesterday. Tomorrow is my day off. Term ends next week.

How long have you been at this school/worked here? 1 year, 6 months, 3 weeks, early, late, overtime, every day, shift, now, before, start, finish, term, calculator, 1-100, hundred, thousand, million, half, quarter, hour.



LEARNING OUTCOMES

Comprehension (Receptive Skills)

- Understanding – Can understand the teacher so that conversation (at this level) flows.
- Questions – Can answer questions correctly.
- Fingerspelling – Can read fingerspelling.

Production (Signing Skills)

- Signing pace and flow – Can sign at appropriate pace and with adequate flow.
- Signing space – Can use signing space appropriately.
- Placement – Can use placement correctly.
- Non-manual features – Can use facial expressions correctly and appropriately.
- Grammar/structure – Can use BSL structure and order correctly.
- Vocabulary – Can use a wide range of vocabulary from the unit.
- Handshape and movement – Can produce signs with the correct handshape, location/position and direction/orientation.
- Fingerspelling – Can fingerspell correctly and appropriately.

Conversation Skills

- Turn-taking – Can take turns appropriately in a conversation, using eye contact and eye gaze appropriately.

See page 6 Unit 103 Assessment Criteria for more information.



ASSESSMENT SPECIFICATION

Please read this specification in conjunction with **Signature Assessment Regulations and Signature General Regulations on our website.**

The teacher will conduct a 4-5 minute conversation with the candidate, on a title supplied by Signature. The conversation will allow candidates to show both productive and receptive skills covering the assessment criteria (see page 6). **All titles mentioned during the assessment must relate to school, college or work.**

The candidate will pick the title from a choice of 3 titles supplied by Signature (for example: My Boss/Teacher, My Favourite Subject/School/Work, My Building at School/College or Work).

The teacher will conduct a conversation with the candidate, based on the title.

Assessment Procedure

- The teacher will escort the candidate to a chair or a spot to stand on.
- The teacher will check the camera and switch it on.
- The teacher will have a brief 'warm-up' with the candidate, i.e. How are you? Are you comfortable? This should be no longer than 10-20 seconds.
- The teacher will introduce themselves by giving their first name.
- The teacher will ask the candidate to fingerspell their full name and surname to the camera.
- The candidate will fingerspell their full name to the camera; this should be given fully and clearly. **This will not be marked.**
- The teacher will ask the candidate which title has been selected.
- The candidate will sign the title; this should be given fully and clearly. **This will not be marked.**
- The conversation will start. The time of the assessment also starts.
- The conversation should be **between 4-5 minutes** in length.
- The teacher will draw the conversation to a close at an appropriate time, at no less than 4 minutes and no more than 5 minutes.

Notes

- Candidates will fail if the assessment is finished under 4 minutes.
- Assessments over 5 minutes will not be marked from 5 minutes onwards.
- The conversation should focus mainly on the selected title chosen, but it is acceptable for the conversation to include wider vocabulary from elsewhere in the specification.
- The teacher and candidate may interrupt, seek clarification or ask for repetition at any point during the conversation.
- Marks will not be given if the candidate or the teacher are using SSE (Sign Supported English).
- Marks will not be given if the candidate or the teacher use voice.
- There must be **no editing** of the recording of the candidate's performance.

The pass mark for the assessment is 50%, i.e. 20/40. Refer to page 6 for the assessment criteria.



ASSESSMENT CRITERIA

Skills	Learning Outcomes	Assessment Criteria and Scores					
		Pts		Pts		Pts	
Comprehension (candidate's receptive skills)	Understanding	0	Can understand teacher about half of the time	2	Understands teacher most of the time	4	
	Questions	0	At least two questions answered correctly	2	Three or more questions answered correctly	4	
	Fingerspelling	0	Teacher fingerspells word and candidate asks for one repetition then acknowledges by fingerspelling back	1	Candidate recognised fingerspelled word with no repetition and fingerspelled back	2	
Production (candidate's signing skills)	Signing pace and flow	0	Candidate able to sign at correct pace and flow about half of the time	2	Candidate able to sign at correct pace and flow most of the time	4	
	Signing space	0	Candidate able to use signing space correctly about half of the time	1	Candidate able to use signing space correctly most of the time	2	
	Placement	0	Candidate used placement correctly about half of the time	1	Candidate used placement correctly most of the time	2	
	Non-manual features	0	Candidate used non-manual features correctly about half of the time	2	Candidate used non-manual features correctly most of the time	4	
	Grammar/structure	0	Candidate used BSL structure and order correctly about half of the time	2	Candidate used BSL structure and order correctly most of the time	4	
	Vocabulary	0	Candidate used a limited range of vocabulary	3	Candidate used a wide range of vocabulary	6	
	Handshape and movement	0	Candidate used handshape and movement correctly about half of the time	2	Used handshape and movement correctly most of the time	4	
	Fingerspelling	0	Candidate fingerspelled at least one word correctly using the correct form of letter on hand(s)	1	Candidate fingerspelled at least two different words correctly using the correct form of letter on hand(s)	2	
Conversational skills	Turn-taking	0	Used turn-taking appropriately about half of the time	1	Used turn-taking appropriately most of the time	2	

Little or no evidence shown

Note: Refer to the Appendix for further explanation of the assessment criteria.



Level 1 Award in British Sign Language

Unit BSL103

UNIT MARK SHEET

Unit: BSL103																					
Assessment Number:																					
Skills	Assessment Factors	(1 st candidate's name)			(2 nd candidate's name)			(3 rd candidate's name)			(4 th candidate's name)			(5 th candidate's name)							
		Marks			Marks			Marks			Marks			Marks							
Receptive Skills	Understanding	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Questions	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Fingerspelling	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Productive Skills	Signing pace & flow	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Signing space	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
	Placement	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
	Non-manual features	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Grammar/structure	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Vocabulary	0		3	6	0		3	6	0		3	6	0		3	6	0		3	6
	Handshape & movement	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Fingerspelling	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Conversational	Turn-taking	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Total score																					
If zero score – tick correct reason	Off topic																				
	Under time																				
Other	Not assessed																				
Fingerspelling (Receptive)																					
Fingerspelling (Productive)																					

Assessor Signature

Assessor Name

Date



APPENDIX – NOTES FOR TEACHERS

A Brief Explanation of the Assessment Criteria for BSL102 and BSL103

Comprehension – Candidate’s Receptive Skills

Understanding

The candidate is able to understand the teacher correctly and accurately with some clarification allowed.

Questions

The candidate is able to answer correctly questions asked by the teacher.

Fingerspelling

The candidate is able to recognise a fingerspelled word by the teacher and acknowledge this without the need for clarification or repetition.

Production – Candidate’s Signing Skills

Signing pace and flow

The candidate is able to sign smoothly without being too slow or too fast, jerky, tense or pausing a lot.

Signing space

The candidate is able to sign within the signing space – not too big or too small.

Placement

The candidate is able to use placement which is done by placing or establishing signs in space. The candidate should be able to set up the placement of a sign in the space in front of them and then use their eye gaze and directional verbs to make references to this sign.

Non-manual features

The candidate is able to show facial expressions and feelings of emotion, i.e. happy, excited, sad, etc. Facial expressions include the head, face, eyes and eyebrows and are important in descriptions, emotions, question forms and negation.

Grammar/structure

The candidate is able to sign without the need to use English structure or Signed Supported English (SSE), i.e. ‘TREE BOY CLIMB’ – not ‘The boy climbed the tree.’



Vocabulary

The candidate is able to use a wide range of vocabulary with little repetition of the vocabulary and signed in the right context. Vocabulary should be in BSL without any lapses into SSE. The vocabulary should be signed without making too many errors with the handshapes, and the fluency and movement of signing should be correct. Appropriate lip patterns should be used.

They should be able to use signs, instead of fingerspelling the sign. Fingerspelling short form letters such as BHM (Birmingham), TAX for Tax; is acceptable as part of vocabulary.

Handshape and movement

The candidate is able to use correct handshape to show size and shape, i.e. thin book, thick book and is able to use enumeration and referents.

The candidate is also able to use correct movement within the handshapes.

Fingerspelling

The candidate is able to fingerspell correctly and appropriately for names of people, items and places by using the correct form of letter on the hand(s) with natural movement, without mouthing each letter or changing hands.

Fingerspelling examples:

Person/pet	Items or brand name	Place
P-E-T-E-R	S-O-N-Y	B-A-T-H
J-A-N-E	H-O-N-D-A	L-E-E-D-S
D-A-V-I-D	F-O-R-D	D-E-R-B-Y

Abbreviated fingerspelling, i.e. BHM for Birmingham or NC for Newcastle, will be accepted as part of the vocabulary but it will not be marked as part of fingerspelling reception nor production.

Conversational Skills

Turn-taking

Turn-taking is the back-and-forth interaction needed to have a conversation. It is like playing tennis; each player needs to take turns hitting the ball. If somebody does not take a turn, the game stops.

Therefore, the candidate needs to be able to turn-take appropriately during the conversation in order to maintain it without it being one-sided. The candidate also needs to use appropriate eye contact. Some clarification is allowed.

