

Unit Specification

BSL102 – Conversational British Sign Language

Y/502/4520



Sept 2009 – Aug 2010



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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



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.

