

Unit Specification

BSL201 – British Sign Language Receptive Skills

J/600/0210



Sept 2009 – Aug 2010



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UNIT SPECIFICATION

Unit BSL201 – BSL Receptive Skills

(QCF Unit Number: J/600/0210)

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 2
30	20	50	5

Unit Overview

To achieve this unit, learners must show their understanding of routine language in everyday situations. They can, for example:

- understand routine exchanges of information about their area of work/social life;
- understand step-by-step instructions;
- understand straightforward advice about everyday work/social matters;
- follow straightforward directions.

Learners can understand specific details from, and the general meaning of, a range of information presented in sign language. They can understand standard signing, delivered at normal speed, with facial expressions, body language, etc.

Performance Criteria

Element 201.1 – Extract information from routine statements, descriptions or explanations

When competent at this level, learners can:

- select specific personal, social or work-related details from routine statements, descriptions or explanations, which combine simple structures and set phrases;
- understand instructions or advice expressed through combinations of simple structures and set phrases;
- understand the main points of routine statements, explanations or descriptions.



ASSESSMENT SPECIFICATION

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

Candidates will be assessed on their understanding a narrative presented in BSL on a DVD. **Learners should have some knowledge of regional variation in sign language, as the presenter on the DVD may not use the candidate's local signs.**

The candidate will watch a narrative presented on DVD based on Theme 1 only, and will answer 12 multiple choice questions in total. The candidate will use an assessment paper to record their answers, which will require the candidate to tick one box for each question.

The DVD **must not be stopped at any time** during the assessment nor repeated.



GUIDELINES

The narrative will be in 4 sections. There will be 3 questions after each section.

Order of signing on DVD:

- 1 The whole narrative (sections 1 – 4).
- 2 Section 1 of the narrative (repeated)
- 3 Section 1, Question 1
- 4 4 multiple-choice answers for Question 1
- 5 Steps 3 and 4 are repeated.
- 6 There will be a timed pause on the DVD for candidates to tick their answer (either A, B, C or D) after each set of multiple-choice answers is signed.
- 7 Section 1, Question 2
- 8 4 multiple-choice answers for Question 2
- 9 Steps 7 and 8 are repeated.
- 10 There will be a timed pause on the DVD for candidates to tick their answer (either A, B, C or D) after each set of multiple-choice answers is signed.
- 11 Section 1, Question 3
- 12 4 multiple-choice answers for Question 3
- 13 Steps 11 and 12 are repeated.
- 14 There will be a timed pause on the DVD for candidates to tick their answer (either A, B, C or D) after each set of multiple-choice answers is signed.
- 15 Section 2 of the narrative then follows, with 3 questions and choices of answers (repeated), and pauses for completion, as in steps 3 to 14 above.
- 16 Section 3 of the narrative then follows, with 3 questions and choices of answers (repeated), and pauses for completion, as in steps 3 to 14 above.
- 17 Section 4 of the narrative then follows, with 3 questions and choices of answers (repeated), and pauses for completion, as in steps 3 to 14 above.

Notes

- The invigilator will be responsible for ensuring the correct operation of the DVD.
- Only the invigilator and the candidates taking the assessment will be present in the assessment room.
- Candidates must not be able to see other candidates' assessment papers before, during or after the assessment.
- The running time of the DVD will be approximately 15-25 minutes.
- The DVD will be only shown once in the assessment.
- Return the DVD back to Signature with the candidate papers.

The pass mark for the assessment is 75%, i.e. 9/12.



CANDIDATE ASSESSMENT PAPER

Candidate name: Candidate ID No:

Date of Assessment: Assessment ID: DVD No:

Section 1

- Question 1 A. B. C. D.
- Question 2 A. B. C. D.
- Question 3 A. B. C. D.

Section 2

- Question 1 A. B. C. D.
- Question 2 A. B. C. D.
- Question 3 A. B. C. D.

Section 3

- Question 1 A. B. C. D.
- Question 2 A. B. C. D.
- Question 3 A. B. C. D.

Section 4

- Question 1 A. B. C. D.
- Question 2 A. B. C. D.
- Question 3 A. B. C. D.



KEY GRAMMATICAL FEATURES TO BE COVERED TO MEET ALL LEARNING OUTCOMES

Question forms

Open questions

What's your name? What do you do?
Who's she/he?
Where are you from? Where do you live? Where do you work?
How long have you lived/worked there?
Where did you go to school?
Why did you leave your job?
How long were you at the college?
Where did you put the paper?
What time are you leaving?
When are you going to do your homework?

Either/or questions

Do you live in Leeds or Bradford?
How do you get to school – by bus or do you walk?
Do you prefer books or movies?

Yes/no questions

Have you... brother/sister?
Do you like... your work?
Have you been here before?
Have you... finished in the bathroom/had breakfast?
Are you... going out?
Can I help?
Do you... want a drink/something to eat?

Question tags

By using nod or shakes of head at the end of a signed phrase or by using a sign 'Right?' or 'True?'

E.g. It's expensive **isn't it?** You're John **aren't you?**

Negation

I don't understand...
I don't like...
I don't want...
I can't...
Not true/not happy.
None, nothing, never.



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Affirmation

I'm hearing.
I work here.
I enjoy my job.
I love my dog.
I can drive a van.
I have...

Fingerspelling

Using the appropriate fingerspelling patterns to match the lip pattern by not mouthing the individual letter

O-x-f-o-r-d, S-u-s-s-e-x, P-a-u-l, D-a-e-w-o-o, F-r-e-e-v-i-e-w, S-o-n-y, etc.

Names of countries and cities

Brazil, USA, Belgium, Paris, New York, etc.

Use the same dominant hand when fingerspelling names or places.

Signing structure

Linked with description

Huge, tiny, fat, tall, small, etc.

Use the appropriate facial expressions and lip patterns – to show feelings

Poorly, it hurts a lot, sharp pain, walking anxiously, getting up quickly/slowly.

Role shift – taking on the role of the character

One person describing of a patient and a dentist in a clinic.

One person describing of a mother and child.

Facial expressions

Naturally accompanying feelings

Sad, bored, angry, happy, fed up, etc.

To show intensity

Expensive, very expensive, cheap, fast, nice, etc.



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Sign form – handshape

Choosing the appropriate handshape to show	Lights – disco lights, flashing lights, spotlights, etc. Person – crowds, queues. Legs – walking, upstairs. Eyes – looking around, looking at each other, looking up/down.
Choosing the appropriate handshape to show movement in space	Ball – holding the ball... the ball bouncing... hitting the wall.
Choosing the appropriate handshape to show the nature of the surface	Smooth, clean, rough, bumpy.
Choosing the appropriate handshape	To show the size and shape of different objects. To describe the texture and design of clothes. To describe different surfaces. To describe animal, legs and feet.
Choose the appropriate handshape to show	Person/people – audience, group, line/queue. Eyes – student/group look at teacher, cat look down at dog.
Choose the appropriate handshape for different vehicles, for different ways of travelling	Travelling by car/plane/boat/bike, etc.
Choosing the correct form (location) of the sign	To show the place on the body which is in pain – headache, toothache, back hurt, etc.
Duplication/repetition	The doctor met there often. The doctor went there occasionally. The doctor kept going there. The doctor went there a lot. The nurse comes here from time to time. The nurse comes here regularly.



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Sign form – movements

Using the flat handshape representing a car to show how it moves in space	Car overtaking a bus.
Sometimes the handshape changes	Car overtook and sped into the distance.

Sign form – direction

Showing direction	Turn left, then second right, then round the corner and opposite the pub.
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Sign form – placement

Use the signing space to show the relative location of places, travelling to and from	I flew from Leeds to London Heathrow and then to Seattle.
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Changing the form of signs

To show the location of the action and what is being acted on	I washed the floor/the car/the windows. I brushed the carpet/my hair.
To show direction of movement	Visit me/you, come to my house/your house, phone me/you.
Choose the appropriate form of the sign to show direction of movement	Give – him/her/me/them. Ask – him/her, what he/she wants? Pass – me/her/him (the salt, etc). Tell – her/him/me. Pay – me/them, etc.
Changing the form of the sign to give extra meaning	Upset – really upset. A bit tired – exhausted/worn out. Quite worried – very worried. Raining – raining heavily.



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Changing the form of signs (continued)

Choosing the appropriate form of the sign to show direction and distribution

Look up there.
Look at me.
Look at this.
He gave them all a handout.
She gave each one a videotape.
He explained it to her.
She told him.

Choose the appropriate form of the sign to show what you are eating or drinking

Eat a sandwich.
Eat with chopsticks.
Eat with a spoon.
Drink out of a mug.
Drink out of a glass.

Choosing the appropriate form of the sign to show direction and frequency

Fax me/you/him/her/them the information.
Take me/you/him/her/them to the library.
Visit me/you/him/her/them next Tuesday.

Characterisation

Taking on the role, actions and behaviour of different people or animals, when telling a story or in a conversation

Describing a film sequence of John Wayne fighting the Indians whilst crossing Red River with a herd of cattle.

Time

Future

I'm going to visit my sister next week, I'm going swimming tomorrow.

Present

I'm walking the dog now, I'm watching a movie.

Past

I used to work in London.
I did those years ago.
I lived abroad.



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Time (Continued)

Showing different aspects of an event in time	<p>I was just about to eat breakfast. I was eating breakfast. I'd finished eating breakfast. They met there often. He went there occasionally. He kept on going there. She comes here from time to time. She comes here regularly.</p> <p>Before, in the past, a long time ago, in the future, now. When I was growing up; from the ages of 11-16 we went to a mixed school.</p>
Showing different calendar units	<p>Week, every week, week after week, next week, last week, next year, last year, every year, before (you do this), after (you do this), every hour, hours and hours, early, late, an hour ago, in the next half hour, for a long time.</p>
Showing continuation	<p>Carry on (working there), continue (doing this).</p>
Ordering events	<p>First I got the bowl and the eggs. I broke the eggs into the bowl and then...</p>
Frequency	<p>Regularly, every week, once a month, 3 times a day, before meals, once a day, before going to bed, etc.</p>
Frequency of payment	<p>Everyday. Every week. Monthly. Annually.</p>
Show different stages in a time sequence.	<p>I was just about to leave. I was walking along. I was just arriving. I got there.</p> <p>The plane was just about to leave. The plane was flying along. The plane started to land. The plane landed.</p>
Conditionality	<p>If it's sunny I'll go outside, if it rains I'll work indoors.</p>



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Signing space

Using reference (finger pointing) For places, people in workplace or in school, e.g. Monday to Friday morning I work at the Secondary School in North Leeds and then Friday afternoon I work at the Primary unit in South Leeds.

Reference point When something has been established in space it can be referred back to by pointing with the index finger.

It is also possible to refer back to something by looking back to it with the eyes, e.g. when describing a situation sorting out the bill with a waiter in a restaurant.

Itemising/listing

Of jobs to do, of subjects studied I have to go food shopping this morning, clean the car this afternoon, and visit my parents tonight.

Ordering a meal Can I have 2 chapattis, 1 naan bread, 2 chicken tikka and 1 lamb korma please? I would like 2 fishcakes and a bag of chips.

A list of items bought at a shop Last weekend, at M&S, I bought a jumper and a pair of trousers. I went to Tesco and bought a ham sandwich, salad and crisps for my lunch.

Using numbers

Using appropriate number signs Age (from nose), currency (from chin), time (in some case from forehead) and order (1st, 2nd, 3rd, last or in number sequence).

Vocabulary

Use of appropriate signs in context Break, pass, run, left, book, open, plane.

Use appropriate context Examination, cold, hot, heart, white, plaster.



Theme 1 – Everyday Conversation

Descriptive sentences

The learner is expected to understand and then answer questions about the following:

- People/things.
- Actions/behaviours/feelings.
- Experiences.
- Events/activities.
- Daily social/work/school routines.

Examples

Tell someone what the person, animal or object looks like: the colour, size, shape and other characteristics.

“My dog is brown with a long tail.” “My new car is quite small but it has a sunroof.” “Did you see the man with the black leather coat?”

Ask and answer questions about an object, which has been mislaid so that it can be identified and found.

“Have you seen a blue folder with ‘NOTES’ written on it?” “Did you notice whether the black motorbike with red stripes was outside?”

“The parcel is upstairs on the first floor. Take the stairs on the right and then turn left into the corridor. The parcel is in Room 4 on the left.”

Describe how a person or animal behaves. Describe what the person is like. Describe what a character (a person or animal) does, by taking on features of that character or role.

“The shy girl is hiding behind the door.” “My cat is nervous; he always runs away when a stranger comes to the door.” “My next door neighbour is very kind. He lent me his hedge trimmer.” “The cat jumped onto the wall and stretched out in the sun. The dog barked and tried to jump up.” “The boy was on the swing. His mother was pushing him.”

Describe a number of feelings and some reasons for those feelings.

“I am so relieved to know that you feel better.” “Were you angry when the ball broke the window?” “I was worried when my partner arrived home late.” “I feel more relaxed after my holidays.”



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Describe in some detail things that you do regularly, the places you go, and what you do there.

“On a Wednesday evening, I go to the Deaf Club. I arrive at about 8, then I...” “Every week, a group of my friends meet in town. We usually...”

“The Deaf Club is going on a day trip to Blackpool. The bus will leave at 8.30 am so please arrive early. We will return at 9.30 pm.”

Describe things you have done in the past and are planning to do in the future.

“Last month, I went to Bristol to watch a football match. We went by coach. On the way back...”

“I have booked my holiday for next year. We are going to France. We will drive to Dover and then...”

Tell someone about what you do at school, college or work to describe your daily routine.

“I usually get up at about 7.30 am. I have breakfast and walk to school. I meet my friends at about 8.30 am outside the school gates. We go to class at 8.50 am...”

“I work at Dixons, I am a technician but sometimes I help out in the shop.” “I go to Topcliffe High School. I am in Year 10.”

Tell someone about what you did at school, college or work in the past.

“When I was 10 years old, I went to Thirsk Primary School. Then we moved house and I changed schools.” “I used to work at Churchill’s estate agents. I was in charge of advertising. Then I did some training and worked in the main office.”

Try to find out more about the person’s current and past experiences.

“Why did you leave your job?” “I was bored and wanted a change.” “How long did you stay at Derby College?” “I was there between the ages of 16 and 18.”

Understanding straightforward advice.

“You should eat 5 portions of fruit and/or vegetables a day. It’s good for you.”

“I go to the gym every weekend. It helps me to keep fit. You should go too.”



Theme 2 – Eating and Drinking (Optional)

Descriptive sentences

The learner is expected to understand and then answer questions related to food and drink, and the following:

- People/things.
- Actions/behaviours/feelings.
- Experiences.
- Events/activities.
- Making comparisons.
- Expressing opinions.

Examples

Show that you can give someone instructions for what you want to eat and drink.

(At a bar) “Please can I have 2 pints of lager and some cheese and onion crisps?”

(In a café) “Egg and chips and a cup of tea please.”

Give your opinion on different foods and drinks.

“I don’t like this scrambled egg. There is too much salt on it.” “Espresso is my favourite coffee.”

Describe how you prepare some food: collect utensils, use/assemble ingredients, use equipment, etc.

“I am going to make a pizza. First of all, I..., then I...”

Give an account of eating out with friends. Where you went, what you ordered, what the food was like, how you paid for the meal, etc.

“On Tuesday I went to a Chinese restaurant with 2 friends. I had... My friends had... Altogether it cost £20.50. I forgot my purse so my friend had to pay. The service was poor. We left a small tip for the waitress who served us.”



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Compare 2 or more types of food you like or dislike, for example by cost, by quality – take away compared to eat in, etc.

*“I like to cook at home because it is cheaper than eating out.” “I like tomato soup but not tomatoes.”
“I enjoy fish but am not keen on prawns.”*

Demonstrate that you can put across your views about eating and drinking, e.g. what is good for you and why, different types of foods, e.g. meat, vegetables, fish, pasta, drinks – alcoholic, caffeine, etc

“I drink at least 2 bottles of water a day because it’s good for me.” “I don’t drink coffee because the caffeine keeps me awake all night.” “I prefer to eat fruit than chocolate because it’s healthier.” “Fish is good for you because of the Omega 3 in it.” “I eat a lot of broccoli and spinach because it has lots of iron.”

Theme 3 – Shopping and Spending (Optional)

Descriptive sentences

The learner is expected to understand and then answer questions related to shopping and spending, and the following:

- People/things.
- Actions/behaviours/feelings.
- Experiences.
- Events/activities.
- Making comparisons
- Expressing opinions.

Examples

Explain when and how you use cash, credit cards, cheques, loans, etc.

“I have bought a new car. I had to take out a bank loan.” “I usually pay cash at the newsagents.” “I buy petrol using my card.”

Explain how you pay for services such as hairdressers, garage bills, travel agents, etc, school, college, canteen.

“I have to pay £25 for membership of my gym.” “I pay my phone bill by direct debit.” “Last week I had my car serviced. It cost £50.” “Yesterday I went to the hairdressers. It was more expensive.”



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Describe the different types of shops, payment methods, receipts and refunds, budgeting, etc.

“I bought some trousers at M&S but they were too small. I took them back and they gave me a refund.” “I saved up £60 for some new shoes.” “I prefer to go to the supermarket. I can choose what I want to buy.”

Demonstrate that you can ask for the price of things and comment on whether this is expensive/reasonable/cheap/bargain/in the sales, etc.

“How much is that jacket?” “Is this in the sale? What is the sale price?” “Can I buy 2 t-shirts for the price of 1?”

Demonstrate that you can put across your opinions about current and past experiences.

“I don’t like the local shopping centre because it is too big and too expensive.” “I prefer the local market because it’s small, easy to find things and cheaper.”

Compare 2 or more things you’ve bought, for example by size, by cost, by quality, how easy it was to get, where from, e.g. shop, catalogue, internet.

“I shop on the internet because I don’t have time to go out shopping.” “I sometimes buy things from my sister’s catalogue and pay weekly.” “I find it cheaper to buy in bulk than buying single items.”

Theme 4 – Travel and Holidays (Optional)

Descriptive sentences

The learner is expected to understand and then answer questions related to travelling and holidays, and the following:

- People/things.
- Actions/behaviours/feelings.
- Experiences.
- Events/activities.
- Making comparisons.
- Expressing opinions.



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Examples

Give and ask for directions to a place in the immediate area and beyond.

“Please can you tell me how to get to the station?” “You go to the end of this road, turn left and then second right.” “I need to get to Bristol. Please can you tell me the best way to go?”

Planning travelling arrangements.

“I am going to Tenerife. I am flying from Newcastle airport. I will be staying in an apartment, self-catering.” “I am going to Pakistan to visit my family.” “We are going for a walking weekend in the Lake District. We will stay in a B&B but will go to pubs for lunch.” “My friend and I went touring around Australia. We flew from Sydney to Melbourne and then got a bus to Perth...” “My husband and I went to Cornwall for our honeymoon. We stayed in a lovely hotel by the beach. We hired a car and toured the countryside...”

Describe what the hotel or B&B was like, what facilities did it have, etc. Describe facilities in someone else’s home.

“The hotel was 3 star. It had its own pool and a fitness centre. The restaurant was small but there were other places to eat nearby.” “My Scottish uncle’s house has 4 guest rooms.” “The B&B had a television but it did not have subtitles.”

Demonstrate that you can put across your opinions about current and past experiences.

“I enjoyed going to Benidorm because there were plenty of things to do and see. It was also cheap.” “Morocco was too hot for me; I prefer somewhere a bit cooler.” “I loved visiting Goa because the culture was so different and interesting. The people were very friendly.”

Compare 2 or more journeys you’ve been on, for example by train, aeroplane, car, compare by cost, time taken, how easy it was to get to, what went wrong.

“I prefer to drive to Leicester because it takes longer to travel by train. I have to change trains 3 times from Durham.” “I used to take the train to London but now it is quicker and cheaper to fly.” “Once, I travelled by train from Cardiff to York. There were lots of problems with the railways and I didn’t get home till the next day! I was so tired and fed up.”



APPENDIX – NOTES FOR TEACHERS

Suggested vocabulary – these are terms in everyday use applicable to your group of students

Theme 1 – About You

Family	Mother, father, brother, sister, aunt, uncle, nephew, niece, cousin, grandparents, single, married, divorced, separated, partners.
Age	Old, young, new. How old are you? young, old, birthday, 21 years old.
Name	First, second, surname, name sign. Deaf, hearing, hard of hearing, deafened, blind, partially sighted, physically disabled.
Hair	Blond, black, red, grey, white, curly, straight, perm, highlights, long, short, bald, beard, moustache.
Size	Big, fat, plump, tall, small, thin, slim, huge.
Ethnic groups	Black, White, Asian, Irish, Chinese, West Indian, Jewish, Polish, Welsh, Scottish, English, British, etc.
Clothes	Hat, scarf, gloves, sari, turban, coat, trousers, jeans, skirt, dress, shorts, jumper, suit, tie, shirt, t-shirt, shoes, slippers, boots, socks, dressing gown.
Materials and pattern	Smart, dirty, scruffy, rich, poor, tight, loose. Cotton, wool, leather, plastic, checked, with stripes, spotted.
Colours	As for Level 1 and including gold and silver, dark/light blue, etc.
Feelings	Tired, ill, depressed, surprised, unhappy, happy, shocked, embarrassed, nervous, sad, angry, upset, stupid, jealous, disappointed.
Behaviour/ personality/ characteristics	Serious, funny, miserable, moody, nice, kind, pretty, lazy, untidy/messy, naughty, quiet, clever, stubborn, strange/odd, famous, crazy, shy, honest/true, lie.
Animals	Cat, dog, hamster, guinea pig, goldfish, rabbit, mouse, tortoise, crocodile, horse, donkey, cow, bull, sheep, chicken, pig, duck, goat, snake, budgie, fox, elephant, giraffe, lion, tiger, zebra.



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Activities at school

Types of educational institution, e.g.

Pre-school, nursery, primary school, secondary school, boarding school, day school, resourced school, Catholic school, mainstream/integration, college, further education, university.

Well known deaf schools, e.g.

Margate, Boston Spa, Brighton, Burwood Park, Derby, St Vincent's, Mary Hare, Exeter, Donaldsons, Doncaster, Oak Lodge.

People who work in schools, e.g.

Teacher, lecturer, speech therapist, support tutor, communication support worker, interpreter, notetaker, lipspeaker, deaf instructor, caretaker, professor, student, head teacher, counsellor, careers officer.

Lecture, discussion, tutorial, study, practice, read, write, homework, explain, inform, learn, workshop, lesson, course work, private study, classroom, staffroom, canteen, playground, student union, library, pen, paper, black/white board, OHP (overhead projector), timetable, video, computer, interactive video, palantype, hearing aid, cochlear implant, radio hearing aid.

Lessons, e.g.

Sign language, French, German, Spanish, English, science, religious education, maths, computer studies, IT, technology, history, music, drama, cookery, sex/health education, sport, business studies, electronics, communication skills, art, geography, personal social and health education (PSHE), psychology, sociology.

Revise, results, pass, refer, fail, certificate, degree, report, assessment, exam.

Oral, total communication, Sign Supported English, BSL, Bilingualism, etc.

Activities at work

Applying for work: job advert, application form, short list, job interview, access to work.

Office: typewriter, computer, PC, modem, word processor, email, internet/web, calculator, photocopier, fax, telephone, telecommunications, text telephone, letters, stamps, envelopes, post, invoice, receipt, calculator, ground floor, first floor, lift, business, self employed, temporary typist, part-time, full-time.

Firm, industry, clock-in, shift, canteen, union.

Wages, salary, bank account, earn, overtime, sick pay, unemployment benefit, pension, expenses, travelling expenses, claim form, signature, tax, reduction, increase, receipt, invoice, refund.



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Activities at work (Continued)	Meetings: committee, sub-committee, papers, minutes, matters arising, reports, agenda, propose, second, agree, disagree, object, vote, decide, change/amend, chairman/woman, vice-chair, secretary, treasurer, accountant, accounts, draft, date of next meeting, interpreter.
Attitudes/opinions	Helpful, easy, useful, difficult, problem, right, wrong, mistake, good, better, bad, awful, best, worst, impossible, possible, think, feel, hope, prefer, want, wish, argue, agree, disagree, improve, get worse, go downhill, damage, no good, rubbish, excellent, marvellous, perfect.
Time	Early, late, later, morning, afternoon, evening, night, day, week, 7 o'clock, 12 o'clock, half past, quarter to, everyday, every week, next week, long time ago, recently, last week, every month, every year, last year, next year, 2 years ago, weekend, weekdays (Monday, Tuesday, etc), now, before, past, future. How long have you worked as a...? ...for a long time, 1 year, 6 months, 3 weeks, I have just started.
Ordering (Time sequence)	First, next, then, after that, later, last. (Include use of signing space and reference to points in signing space.)
Activities in the home	Wake up, get up, go to the bathroom, toilet, have a bath/shower, clean teeth, wash hair, brush hair, shave, put on make up, get dressed, make bed, cook/eat breakfast, stay at home/work at home, look after the children, feed the baby, change nappy, put your feet up. Go out to work, catch a bus/train/tube, have lunch, come home from work, change, cook supper, watch TV, watch the news, read the paper, put feet up, have a chat, take dog for walk, put the cat out, go to bed, undress, sleepless night (toss and turn), fall asleep, snore. Do the washing, wash up, dry up, Hoover, dust, go shopping, clean windows, iron, water plants, feed baby, change nappy, mow the lawn.
Leisure activities	Sport: athletics, jogging, tennis, badminton, golf, skiing, cricket, swimming, rugby, football, 5-a-side football, hockey, netball. Match, competition, league, results, beat, win, lose, draw, champion, cup/trophy, defend, attack, score goal. Hobbies: gardening, photography, playing chess/cards, horse riding, knitting, sewing, fishing, sailing, climbing, walking, voluntary work, politics, video, playing the piano, computer games, watch TV, DVD, teletext, subtitles, 888. Going out: day trip, theatre, drama, Deaf club, actor/actress, circus, clown, fun fair, zoo, film – cowboy, horror, murder, detective, spy, war, visiting friends, getting babysitter, restaurant, away for the weekend, pub, museum.



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Leisure activities (Continued)

Plan/arrange tickets, prices, expensive, cheap, confirm booking, internet booking, website, cancel.

DIY: repairs inside/outside the home, decorate, paint, plaster, wallpaper, extend, build, brick, wood, metal, plastic, electric, plugs, gas, central heating, pipes, plumbing, double glazing, wiring.

Opinions/likes/dislikes

Enjoy, interested in, exciting, fantastic, boring, great, marvellous, excellent, funny, not bad, favourite, best, worst, lousy/awful, disappointed, agree, disagree, good time, useless/no good.

Illnesses

Cold, flu, cough, temperature, pulse, hot, sick (feeling sick, being sick), tired, thirsty, out of breath, faint, stomach/head/toothache, measles, heart attack, aids, diarrhoea, bee sting, sunburn, bleeding, sore, painful, hurt, burn, broken leg/arm, etc, sprained ankle, bruise, cut, fall, slip, feel weak, dizzy, feel better, worse, die.

Looking flushed, swollen, pale/white, like ghost.

Health

Well, fit, healthy, pregnant, red cheeks.

Treatment

Operation, scalpel, check up, examination, x-ray, stay in bed, pills/tablets, cream, tube of/bottle of, medicine, prescription, chemist, injection, stretcher, bandage, and plaster.

Hospital

Nurse, doctor, dentist, clinic, health centre, ward, out patient, ambulance, optician, porter, reception, waiting room, appointment.

Jobs

Chef, builder, painter, waiter/waitress, administrator, receptionist, manager, mechanic, lorry driver, taxi driver, shop assistant, child minder, engineer, pilot, cleaner, gardener, farmer, teacher, BSL teacher, social worker, speech therapist, Deaf educational instructor, accountant, interpreter, computer technician, policeman, footballer, nurse, doctor, dentist, carpenter, actor/actress, retired, unemployed, student, self-employed, own business.

Religion

Sikh, Muslim, Buddhist, Protestant, Catholic, Jew.

Home

Flat, block of flats, terraced house, detached house, council house, rented room.

Address

Street, road, postcode, telephone/textphone number, mobile SMS, fax number, email address.



Theme 2 – Eating and Drinking

Type of meal	Self service, take away, vegetarian, Indian, Chinese, Greek, Italian, fish and chips.
Drinks	Coke, orange juice, lemonade, water, bottle of wine, pint of beer, half pint, lager, lime, guinness, sherry, champagne, whisky, brandy.
Utensils	Knife, fork, cup, glass, spoon, chopsticks, bowl, wok, saucer, plate, tray.
Breakfast	Cereal, egg (scrambled, boiled, etc), fried, salt, pepper, sauce, bread, butter, marmalade, toast, jam, tea, coffee, milk, sugar, sausage, bacon, tomato, croissant.
Snacks	Roll, sandwich, hamburger, crisps, nuts, sweets, chocolate, biscuits, cake, French bread, soup.
Fruit	Orange, apple, lemon, banana, melon, strawberries, peach, pear, cherry, grapes.
Vegetables	Carrot, onion, garlic, mushroom, cabbage, lettuce, salad, potatoes, chips, peas, rice, spaghetti.
Main meal	Fish, omelette, curry, beef, chicken, turkey, ham, pork, gravy, steak – well done/medium/rare.
Sweets	Ice cream, jelly, cream, gateaux, pie, and pudding.
Description	Hot (food/drink), cold, taste – sweet, sour, bitter, delicious, lousy, horrible, too much, enough, more, bit/little, smell nice, hungry, starving, thirsty, full.
Payment	Bill, how much? service included, tip, pay by cash, cheque, bankcard, access/credit card, change, owe, expensive, cheap.
Restaurant staff	Manager/manageress, waiter, waitress, cashier, chef.



Theme 3 – Shopping and Spending

Money and payments

Pounds and pence, euro, foreign currency, coin, notes, change, how much?, owe, value, cash, cheque, credit/debit card, bill, invoice, rent, tax, mortgage, HP, deposit, receipt, VAT, interest.

Number signs linking to units, e.g. 20p, £4,500,
2 kg, 8lbs, 10%, 50 euros, 700 grams.

Expensive, cheap, bargain, in the sales, refund, commission, discount,
2 for the price of 1, spent, save, each.

Shops

Market, supermarket, department store, clothes, shoes, DIY, bank, building society, travel agency, till, queue, trolley, cashier, manager, shelf/shelves, price tag, rack, open, closed.

E-shopping

Internet bank, website, password, PIN number, private, credit card, cash point, card number, delivery, email.

Theme 4 – Travel and Holidays

Buying a ticket

Internet, single, cheap day return, saver, season ticket, bus/train pass, book/reserve seat, arrive, depart, timetable.

Travelling

Tickets, porter, ticket collector, inspector, buffet, station, saver, first class, standard class, bus stop, bus conductor, route, journey, long distance, get on, get off, travel along.

Vehicles – motorbike, racing bike, cycling, car, bus, coach, train, plane, ferry.

Driving – road, one-way street, motorway, overtake, reverse, traffic jam, meter, car park, insurance, tax, licence, fast, slow, slow down, hire, deposit, seat belt, taxi, mirror, indicator, lights, service station, petrol – 4 star, unleaded, etc.

Directions – map, turn left, right, past traffic lights, round the corner, just round the corner, on the corner, crossroads, roundabout, how far?, a long way, near/close, miles, lost.

Going abroad – check in, airport, ferry, boat, hovercraft, luggage, duty free, customs, declare, passport, exchange rate, euros.



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Breakdown or accident	Engine trouble, overheating, battery flat, oil, water, gear box, run out of petrol, brakes, puncture, air pressure, windscreen smashed, garage, repair, mechanic. Crash, ambulance, fire engine, police, insurance, book. Speeding, parking ticket, traffic warden, car tax, license, MOT, insurance.
Places	London, Glasgow, Edinburgh, Blackpool, Belfast, Brighton, Leeds, Leicester, Sheffield, Durham, Birmingham, Cornwall, Plymouth, Portsmouth, Margate, Derby, Cardiff, Swansea, etc. Also signs for local places and main cities abroad, e.g. Stockholm, Washington, New York, Dublin. Europe, Sweden, Norway, Scandinavia, Finland, Holland, Belgium, Denmark, Poland, Portugal, Germany, France, Spain, Italy, Greece, Hungary, Switzerland, Croatia, Slovenia, Austria, Russia, Egypt, India, Japan, China, Australia, America, Bangladesh, Pakistan, West Indies, etc.
Holidays	Camping – tent, campsite, caravan, tow, country, field, hill, slope, river, sleeping bag, torch. Hotel/B&B – single room, double, twin, bed and breakfast, full board, half board, continental breakfast, room with/without shower, private bathroom, luxury, modern hotel, room key, book, confirm, cancel, deposit, reception, view, pay extra, soap, towels, sheets, pillow case, duvet.
Places to visit/activities	Seaside, beach, mountains, ski slope, museum, sight seeing, city centre, cathedral, guided tour, day trip, north, south, east, west, lake, hire a boat, sunbathe, relax, take photos, sailing, windsurfing, sub aqua, fun fair.
Complaints and compliments	No hot water, shower not working, bed lumpy, too hard, too soft, wrong key, bulb gone, not enough blankets, poor/lousy, no good, not happy, not satisfied, angry, change/repair, shabby, broken, noisy, dirty. Excellent, good value, really pleased, enjoyed it a lot, satisfied, comfortable, lovely view, clean, praise, congratulations.
Place names	Manchester, Belfast, London, Cardiff, Brighton, Birmingham, Glasgow, Durham, France, Spain, Germany, USA, Australia, Europe, etc.
Transport	How do you get there? ...by car, bus, train, tube, bike, on foot.
Weather	It is cold, hot, raining, windy, sunny.



A Brief Explanation of the Assessment Criteria for BSL202

Clear meaning and context

Information is conveyed correctly and accurately with small grammatical errors, which does not obscure their meaning. Candidates can describe and compare characteristics of people/animals/objects, express opinions, views and feelings, and can describe the timing and order of events.

Signing pace and flow

The candidate is able to sign at an appropriate pace. This is without being too slow, too fast, jerky, tense or pausing a lot. The candidate is also able to sign at an appropriate flow without long pauses, hesitation or being jerky with signs.

Signing space

The candidate is able to sign within the signing space – not too small or too big. The same applies to signing with the ‘feet’.

For example, ME BALL kick (feet are used to show ‘kick’) when KICK should be shown with index fingers, etc.

Placements and referents

Objects, people, animals, etc are established in different positions in space. When something has been established in space it can then be referred back to by pointing with the index finger. It is also possible to refer back to something by looking back to it with the eyes.

Events, people and objects can be listed on the fingers and referred back to. This is called enumeration.

Role shift

The signer can enact two or more different characters in the presentation by:

- body shifts, e.g. left-to-right
- head and eye gaze orientation

Vocabulary

The candidate is able to use a wide range of vocabulary without the need to use English lip pattern.

They should be able to use signs, instead of fingerspelling the sign and to use the correct context.



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Handshape and movement

The candidate is able to use correct handshapes for:

- showing or holding objects which have a different size or shape - flat, round, square, etc.
- pattern and texture - checked, spotted, striped.
- surface – BUMPY, SMOOTH, CALM-SEA, ROUGH-SEA.
- legs and feet of people and animals.
- lights - TRAFFIC-LIGHTS and DISCO-LIGHTS.
- a person or people.
- eyes - LOOK-UP, LOOK-AROUND, and LOOK-DOWN.
- vehicles - CAR and LINE-OF-TRAFFIC.

For movement, the candidate is able to use correct location, position, direction and orientation of the signs.

- location – face and body, e.g. NAME is from forehead, not the cheek or chin.
- position – using correct placements in correct settings.
- directions – signs used in the correct movement to oneself or someone else, e.g. one can sign SWIM-FORWARD or DRIVE-FORWARD but cannot SWIM-BACK or DRIVE-BACK. It depends on the context of the story.
- orientation – the direction in which the palm and fingers face.

Fingerspelling

Be 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

P-E-T-E-R

J-E-A-N-E-T-T-E

L-A-S-S-I-E

Items or brand name

S-O-N-Y

H-O-N-D-A

F-R-E-E-V-I-E-W

Place

B-A-T-H

L-E-E-D-S

D-E-R-B-Y

BSL sign order *

Be able to sign without the need to use the English structure, i.e. TREE BOY CLIMB not 'the boy climbed the tree.'

Non-manual features *

Non-manual features include the head, face, eyes, and eyebrows and should to give important meaning to the manual signs. Non manual features are important in descriptions, emotions, modification, question forms, and negation.

* Candidates **must** gain 2 or more points for **each** of these sections in order to pass this unit.



A Brief Explanation of the Assessment Criteria for BSL203

Conversational Skills

Fluency of conversation

The candidate is able to maintain a conversation of up to 6 – 7 minutes without it being a one-sided conversation with either the teacher or candidate dominating the conversation.

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.

Receptive Skills

Understanding

Information, conveyed by the teacher, is understood correctly and accurately.

Questions

The candidate is able to answer correctly open 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.

Productive Skills

Vocabulary

The candidate is able to use a wide range of vocabulary without the need to use English lip pattern.

They should be able to use signs, instead of fingerspelling the sign and to use the correct context.



Level 2 Certificate in British Sign Language

Questions

The candidate is able to ask appropriate question forms relevant to the conversation with the teacher.

Such questions can be open questions, either/or questions, yes/no questions and question tags.

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-E-A-N-E-T-T-E	H-O-N-D-A	L-E-E-D-S
S-T-E-P-H-E-N	F-R-E-E-V-I-E-W	D-E-R-B-Y

Abbreviated fingerspelling, i.e. BM for Birmingham or NC for Newcastle, will be accepted as part of the vocabulary but it will not be marked for fingerspelling.

BSL sign order *

The candidate is able to sign without the need to use the English structure, i.e. TREE BOY CLIMB not 'the boy climbed the tree.'

Non-manual features *

The candidate is able to use non-manual features including the head, face, eyes, and eyebrows and should be able to give important meaning to the manual signs. Non-manual features are important in descriptions, emotions, modification, question forms, and negation.

* Candidates **must** gain 2 or more points for **each** of these sections in order to pass this unit.

