

Qualification Specification

Level 1 Award in British Sign Language

500/6070/3

Sept 2018 – Aug 2019

QUALIFICATION SPECIFICATION

Signature Level 1 Award in British Sign Language (RQF)

(QAN: 500/6070/3)

(Signature Qualification Reference: BSL1)

Qualification aim

This qualification is designed to teach learners to communicate with Deaf people in British Sign Language (BSL) on a range of topics that involve simple, everyday language use. They will gain basic skills and confidence in production and reception of BSL.

The specification has been designed using the UK Occupational Language Standards 2010 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 101 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 must pass all units.

Signature unit code	RQF unit number	Unit title	Unit details
BSL101	F/502/4513	Introduction to BSL	See Unit BSL101 Specification
BSL102	J/504/0762	Conversational BSL	See Unit BSL102 Specification
BSL103	F/504/0761	Communicate in BSL about Everyday Life	See Unit BSL103 Specification

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

The recommended study hours are 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

GLH includes assessment time. Additional study hours include private study, homework, practice, etc.

Total Qualification Time

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value at Level 1
64	26	90	9

Essential requirements

BSL competence standards include requirements for candidates to have sufficient sight, manual dexterity, facial and body movement to produce and receive BSL. It is the responsibility of the centre to explain these requirements before accepting a candidate for this qualification.

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, everyday conversations in BSL
- give and follow simple directions or instructions in BSL
- give and follow simple familiar statements or descriptions in BSL.

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 skills and confidence in the two areas of production and reception of BSL.

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

- want to learn basic language skills to communicate simple conversations with Deaf people
- want to learn new language skills as part of a programme of study
- want 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
- Signature Level 3 Certificate in British Sign Language.

UNIT SPECIFICATION

Unit BSL101 – Introduction to British Sign Language

(RQF Unit Number: F/502/4513)

Unit summary

To achieve this unit, learners must show they can understand and use basic language in everyday situations. You can meet and greet, understand basic conversation and numbers, give and follow simple directions and information.

Unit BSL101 is internally assessed by the teacher.

The recommended guided learning hours are **20** hours as shown below:

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

Learning outcomes	Assessment criteria
At the end of this unit, the successful learner will:	At the end of this unit, the successful learner can:
1. Understand and communicate basic conversation when meeting people	1.1 Address, greet and take leave of another BSL user 1.2 Understand and produce fingerspelling (the manual alphabet) for names of people and places 1.3 Use and recognise strategies for asking for clarification 1.4 Use and recognise simple question forms 1.5 Ask for and give relevant personal information about self or others
2. Know basic numbers	2.1 Recognise and use local numbers for:

Learning outcomes	Assessment criteria
At the end of this unit, the successful learner will:	At the end of this unit, the successful learner can:
	<ul style="list-style-type: none"> a. people b. time c. money d. dates
3. Know different weather conditions and respond to questions about the weather	3.1 Describe a range of weather conditions 3.2 Ask about the weather using a range of vocabulary
4. Know a range of transport modes	4.1 Give and receive information about different ways of travelling
5. Communicate a range of directions	5.1 Give simple directions in places or buildings 5.2 Ask for directions using a range of vocabulary

Topic content

1. 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, welcome to my Deaf Club. 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 a basic conversation politely, e.g. Thank you. I must go, 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.

2. Using numbers

Basic numbers

Counting 0 – 30 according to the learners' area of learning.

Range of vocabulary could include:

Minutes, time, pounds, pence, days, weeks, months, years, people, first, second (see 5. Directions).

3. Weather

Commenting 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, snow, wind(y), lightning, freezing, cloudy.

Describing different ways of travelling

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 1. Meeting people).

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? Where is the drinks machine?

Range of vocabulary could include:

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

Note: Teachers using the examples and vocabulary provided in this unit will teach the appropriate sign equivalents.

4. Transport

5. Directions

ASSESSMENT SPECIFICATION

Please read this specification and Signature's Assessment Regulations on our website.

Assessment for this unit will be a basic conversation, between teacher and candidate. Teachers will create activities to cover all the learning outcomes (see page 1) which will be recorded on the Candidate Assessment Record (CAR) form provided (see page 7).

Candidates will show both productive and receptive skills for each item on the CAR form. More than one item can be demonstrated in one activity.

The centre will allocate an appropriate person to mark the assessment on the CAR forms. This person will probably work for the centre as their teacher-assessor and must complete the CAR form. External quality assurance will be carried out by Signature. A sample of assessments may be requested for this purpose. If an assessment has been chosen for quality assurance, the assessment must be recorded on a DVD and sent to Signature within seven days after the assessment.

The teacher-assessor can decide if the assessment will be carried out either on a continuous basis over the length of the unit, or at the end of the unit. It is not necessary to assess all assessment criteria, or all candidates, at the same time. If the assessment is carried out at the end of the teaching time or recorded for external quality assurance purposes it should be **no more than five minutes**.

Assessment time is included into the 20 hours of guided learning time.

When the assessment has finished 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 6 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 respond to show understanding.
Fingerspell own name, receive others	Candidate to fingerspell own name.	Candidate to understand teacher fingerspelling name and repeat.
Ask to repeat or clarify	If this does not occur naturally, teacher needs to give a 'difficult' or unknown sign to allow candidate to ask for 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.
Two questions on personal information – ask/receive	Candidate must ask the teacher at least one question around personal information.	Teacher must ask the candidate at least one question around personal information. Candidate to answer question(s) correctly to show they have understood.
Numbers 0-30 – use/recognise describing/confirming/asking about people, time, money, dates	Candidate must sign at least one sign relating to numbers.	Teacher must sign at least one sign relating to numbers. Candidate must respond to show they have understood.
Two signs describing/asking about weather – use/recognise	Candidate must sign at least one sign describing or asking about weather.	Teacher must sign at least one sign describing or asking about weather. Candidate to respond to show they have understood.
Two signs on transport - describe/ask/recognise about car, bus, train, walking	Candidate must sign at least one sign describing or asking about transport.	Teacher to sign at least one sign describing or asking about transport. Candidate to respond to show they have understood.
Ask/give/receive simple directions	Candidate must ask for directions.	Teacher must give directions and candidate must repeat directions to show they have understood.
	Candidate must give directions when asked by the teacher.	Teacher must ask for directions.
Taking leave – use/recognise signs	Candidate to take leave of teacher.	Teacher to end a conversation politely and candidate to acknowledge.

Note: Candidates and teachers must use different signs to achieve both productive and receptive points. For example, the teacher must sign a different number to the candidate.

Please see Teacher and Student Support Pack on your portal for more guidance on how candidates can achieve the criteria.

CANDIDATE ASSESSMENT RECORD FORM

Centre: Assessment ID:

Candidate name: Candidate ID:

Assessment criteria	See guidelines in BSL101 Unit Specification	
	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 or clarify		
Two questions on personal information – ask/receive simple questions		
Numbers 0-30 – use/recognise, describing/confirming/asking about people, time, money, dates		
Two signs describing/asking about weather – use/recognise		
Two signs on 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:

Note: Example only. CAR forms can be downloaded from the centre portal on the Signature assessment website.

UNIT SPECIFICATION

Unit BSL102 – Conversational British Sign Language

(RQF Unit Number: J/504/0762)

Unit summary

This unit allows the learner to show both productive and receptive skills, and understand a range of topics. It allows the learner to demonstrate that they can use a limited range of signs and handle simple exchanges.

The recommended guided learning hours are 22 hours as shown below:

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

Learning outcomes	Assessment criteria
At the end of this unit, the successful learner will:	At the end of this unit, the successful learner can:
1. Be able to understand signed communication in a given range of topics	1.1 Demonstrate understanding so conversation (at this level) flows 1.2 Answer questions correctly 1.3 Understand fingerspelling and spell back
2. Use BSL to communicate in a given range of topics	2.1 Sign at appropriate pace and flow 2.2 Use signing space correctly 2.3 Use facial expressions correctly and appropriately 2.4 Use placement correctly 2.5 Use BSL structure and order correctly 2.6 Use a range of vocabulary on: a. Describing people, animals and objects b. Using numbers c. Interests and activities

Learning outcomes	Assessment criteria
At the end of this unit, the successful learner will:	At the end of this unit, the successful learner can:
	d. Food and Drink 2.7 Produce signs with the correct hand shape, location/position and direction/orientation 2.8 Fingerspell correctly and appropriately
3. Be able to maintain a basic social conversation in BSL	3.1 Take turns in a conversation, using eye contact and eye gaze

Topics

1. Describing people, animals and objects

- Give, ask for and understand information about people, animals and objects:
 - size, colour and shape
 - location.

2. Using numbers

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

3. Interests and activities

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

4. Food and drink

- Give, ask for and understand information about food and drink

Topic content

1. Describing people, animals and objects

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. Descriptions of people could include family and/or friends e.g. I have three brothers and two 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>

2. Using numbers

Using local numbering systems

Count to 100 according to the learner's area of learning.

Age

Giving information about and asking about age, e.g. I have two 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?

Telling the time

Giving and asking the time, e.g. I'll meet you at 7pm. I'll be home at 6.30 pm.

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.

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:

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.

3. Interests and activities

Describing interests and activities in the home

Giving and asking about activities carried out by you and/or people you know 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.

4. Food and drink

Sharing information about food and drink Favourite food and drink, food and drink at home, lunch breaks, special meals (i.e. birthday cake), e.g. Would you like a cup of tea? My friend made me a chocolate cake for my birthday. I bought a sandwich from the cafe. Can we meet for a drink after work/school? My favourite food is fish and chips.

Range of vocabulary could include: *Restaurant, café, breakfast, canteen, dining room, 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, takeaway, Chinese (food), Indian (food), Italian (food), fish and chips.*

Note: Teachers using the examples and vocabulary provided in this unit will teach the appropriate sign equivalents.

ASSESSMENT SPECIFICATION

Please read this specification and Signature's Assessment Regulations on our website.

The teacher will have 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 8).

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

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

Assessment procedure

- The teacher will show 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 end the conversation at an appropriate time, at no less than four minutes and no more than five minutes.

Notes

- Candidates will fail if the assessment is finished under four minutes.
- Assessments over five minutes will not be marked from five 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, ask for clarification or repetition at any point during the conversation.
- Marks will not be given if the candidate or the teacher uses SSE (Sign Supported English).
- Marks will not be given if the candidate or the teacher uses voice.
- The recording of the candidate's assessment must not be edited/changed in any way.

The pass mark for the assessment is 50%, i.e. 20/40. Refer to page 8 for the assessment criteria.

Assessment Timetable

This is a suggestion of a timetable that a centre could use. However, centres may devise timetables different to the one below.

Names	Waiting Room (Arrive at the room and check spelling of name on AAF and sign the form)	Preparation Room (to practise the selected title) Minimum: 5 minutes	Assessment Room (to be collected by the teacher and have the assessment)
Ann Apple	09.50	10.00 – 10.05	10.05 – 10.15
David Smith	10.00	10.10 – 10.15	10.15 – 10.25
Sarah Watt	10.10	10.20 – 10.25	10.25 – 10.35
Daniel Booth	10.20	10.30 – 10.35	10.35 – 10.45

NOTE: For a large number of candidates, it is suggested that the teacher take appropriate breaks.

ASSESSMENT CRITERIA

This unit is externally assessed by a Signature Assessor but the table below shows how candidates will be marked.

Skills	Assessment Criteria	Points					
		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	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 twice.	1	Candidate used placement correctly at least three times.	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 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: Please see Teacher and Student Support Pack on your portal for more guidance on how candidates can achieve the criteria.

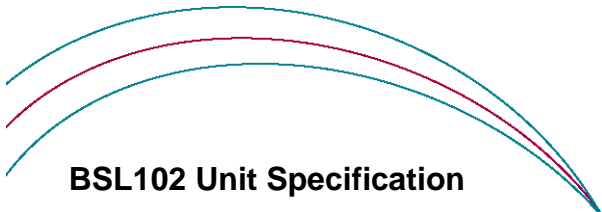
UNIT MARK SHEET

Unit: BSL102																
Assessment number:																
Skills	Assessment criteria	(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 – Communicate in British Sign Language about Everyday Life

(RQF Unit Number: F/504/0761)

Unit summary

This unit covers the learner's receptive and productive skills. To achieve this unit, learners must show they can understand and use a limited range of vocabulary and can follow simple sentences and structures in BSL about everyday life. They can be understood and can understand standard signing, with facial expressions, signing space and placement.

In this unit, the term 'everyday life' relates to work, school, college and other familiar routines, environments and activities. Learners are expected to know and use BSL in their own environment.

- 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.

The recommended guided learning hours are 22 hours as shown below:

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

Learning outcomes	Assessment criteria
At the end of this unit, the successful learner will:	At the end of this unit, the successful learner can:
1. Be able to understand signed communication and answer simple questions about everyday situations	1.1 Demonstrate understanding so conversation (at this level) flows 1.2 Answer questions correctly 1.3 Understand fingerspelling and spell back

<p>2. Be able to communicate in BSL using a simple range of vocabulary and signing structures</p>	<p>2.1 Sign at appropriate pace and flow</p> <p>2.2 Use signing space correctly</p> <p>2.3 Use facial expressions correctly when appropriate</p> <p>2.4 Use placement correctly</p> <p>2.5 Use BSL structure and order correctly</p> <p>2.6 Use a range of vocabulary on:</p> <p>a. Getting around</p> <p>b. Sharing information</p> <p>c. Weather</p> <p>d. Using numbers</p> <p>2.7 Produce signs with the correct hand shape, location/position and direction/orientation</p> <p>2.8 Fingerspell correctly and appropriately</p>
<p>3. Be able to take part in a basic conversation in BSL</p>	<p>3.1 Take turns in a conversation, using eye contact and eye gaze</p>

Topics

1. **Getting around**
 - Give, ask for and understand directions in a building.
 - Describe places and buildings.
 - Travelling/methods of transport

2. **Sharing information**
 - Give, ask for and understand information about everyday life.
 - Give, ask for and understand information about people.

3. **Weather**
 - Give, ask for and understand general comments about the weather.
 - Describe different types of weather in context with everyday situations.

4. **Using numbers**
- Give, ask for and understand information in relation to time and calendar.

Topic content

Giving directions in a building	1. 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 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 three floors and the classroom is on the first floor. The computer room has computers around three sides of the room and a whiteboard on the end wall.
Travel	Giving and asking for information on travel and transport in relation to everyday activities, e.g. how do you get to school/work/college? I go by bus/car. The journey takes half an hour. There is a car park next to my office. The bus stop is across the road. I usually walk unless it's raining.
Range of vocabulary could include	<i>Work, office, shop, factory, school, college, library, nursery, deaf club, lift, men's/women's toilet, classroom, door, window, gym, hallway/corridor, left, right, straight ahead, round corner, first floor, bus stop, car park, travel, train/bus station.</i>

2. Sharing information

Giving and asking for information about everyday life

Giving and asking for information about work, school, or college. Information can include other types of routines, education-related activities, e.g. Where do you work? I work at.... Which school do you go to? I am applying for a job at.... I go to.... I am self employed. I work as a volunteer for.... Do you get paid monthly? My favourite subject is.... Do you get a lot of homework?

Giving information about people

Giving and asking for information about people in context with everyday life, 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 *(see note at the top of Unit BSL103 page 1):

Job advert, apply, application form, interview, Access to Work, job centre, 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, volunteer.

3. Weather

Commenting on the weather

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

Describing the weather in context with everyday situations:

The weather was terrible last Sunday. It was pouring down with rain. When I woke up this morning, it was frosty and freezing. There was lots of ice on the ground. I had to drive slowly to work.

Range of vocabulary could include:

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

4. Using numbers

Using local numbering systems

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.

Telling the time

Giving and asking the time, e.g. I got up very early this morning, at 5am. What time does this meeting finish? Let's meet in half an hour. What time is the next lesson?

Asking for and giving calendar information

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.

Range of vocabulary could include *(see note at the top of Unit BSL103 page 1):

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

Note: Teachers using the examples and vocabulary provided in this unit will teach the appropriate sign equivalents.

ASSESSMENT SPECIFICATION

Please read this specification and Signature's Assessment Regulations on our website.

The teacher will have 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 8).

The candidate will pick the title from a choice of three titles supplied by Signature (for example: Everyday Travel, Describe Buildings, Weather).

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

Assessment procedure

- The teacher will show 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 end the conversation at an appropriate time, at no less than four minutes and no more than five minutes.

Notes

- Candidates will fail if the assessment is finished under four minutes.
- Assessments over five minutes will not be marked from five 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, ask for clarification or repetition at any point during the conversation.
- Marks will not be given if the candidate or the teacher uses SSE (Sign Supported English).
- Marks will not be given if the candidate or the teacher uses voice.
- The recording of the candidate's assessment must not be edited/changed in any way.

The pass mark for the assessment is 50%, i.e. 20/40. Refer to page 8 for the assessment criteria.

Assessment Timetable

This is a suggestion of a timetable that a centre could use. However, centres may devise timetables different to the one below.

Names	Waiting Room (Arrive at the room and check spelling of name on AAF and sign the form)	Preparation Room (to practise the selected title) Minimum: 5 minutes	Assessment Room (to be collected by the teacher and have the assessment)
Ann Apple	09.50	10.00 – 10.05	10.05 – 10.15
David Smith	10.00	10.10 – 10.15	10.15 – 10.25
Sarah Watt	10.10	10.20 – 10.25	10.25 – 10.35
Daniel Booth	10.20	10.30 – 10.35	10.35 – 10.45

NOTE: For a large number of candidates, it is suggested that the teacher take appropriate breaks.

ASSESSMENT CRITERIA

This unit is externally assessed by a Signature Assessor but the table below shows how candidates will be marked.

Skills	Assessment Criteria	Points					
		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	Two questions answered correctly	2	Three or more questions answered correctly in BSL	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 twice.	1	Candidate used placement correctly at least three times.	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 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	

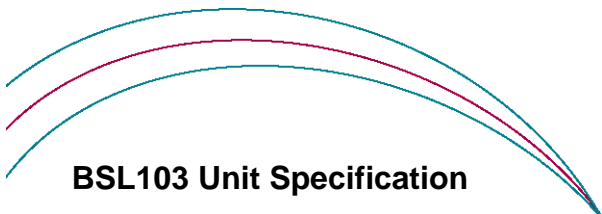
Little or no evidence shown

Note: Please see Teacher and Student Support Pack on your portal for more guidance on how candidates can achieve the criteria.

UNIT MARK SHEET

Unit: BSL103																	
Assessment number:																	
Skills	Assessment criteria	(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.....



RESOURCE LIST

Here are some useful resources that will help you with your studies:

- Action Deafness Books - www.actiondeafnessbooks.org.uk/
- Signature's BSL Online Homework - www.bslhomework.org.uk/
- Signature's Homework DVDs – <http://shop.signature.org.uk/>
- ITV Signpost - www.signpostbsl.com/
- Sign Station - www.signstation.org/



Signature

Mersey House
Mandale Business Park
Belmont
Durham DH1 1TH

Telephone: 0191 383 1155

Textphone: 0191 383 7915

Fax: 0191 383 7914

Email: customersupport@signature.org.uk

Website: www.signature.org.uk

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