



# Qualification Specification

## Level 2 Certificate in Irish Sign Language

500/6135/5

Sept 2017 – Aug 2018

# QUALIFICATION SPECIFICATION

## Signature Level 2 Certificate in Irish Sign Language (RQF)

(QAN: 500/6135/5)

(Signature Qualification Reference: ISL2)

### Qualification aim

This qualification is designed to enable learners to develop their skills to communicate with Deaf people using Irish Sign Language (ISL) in a range of everyday situations. The qualification will allow learners to participate in longer and more varied conversations than at Level 1. The course will develop communication in ISL about real life, routine, and daily experiences. The learner will be able to deal with most routine communication and have enough understanding of grammar to cope with some non-routine communication. Learners should be taught a number of regional variations in sign language.

The specification has been designed to be consistent with the National Language Standards at Level 2.

### Qualification structure

The qualification is divided into three units, each of which can be achieved separately.

The units can be done in any order at any time but it is recommended that the content of Unit ISL201 is covered before Unit ISL202 or ISL203.

To achieve the full Level 2 Certificate in Irish Sign Language, candidates are required to achieve all units.

Signature unit code	RQF unit number	Unit title	Assessment	Unit details
ISL201	J/600/0210	ISL201 ISL Receptive Skills	External: multiple-choice questions	See Unit ISL201 Specification
ISL202	D/600/0214	ISL202 ISL Productive Skills	External: presentation in ISL	See Unit ISL202 Specification
ISL203	A/600/0219	ISL203 ISL Conversational Skills	External: conversation in ISL	See Unit ISL203 Specification

Units ISL201, ISL202 and ISL203 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 2
ISL201	30	20	50	5
ISL202	35	15	50	5
ISL203	35	15	50	5

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 2
100	50	150	15

## Essential requirements

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

The qualification has four themes:

<b>Theme 1</b>	Everyday Conversation	30 hours	<b>Mandatory</b> (this theme must be done)  <b>Optional themes:</b> Pick <b>two</b> of these themes. The themes chosen for unit ISL202 and ISL203 must be different.
<b>Theme 2</b>	Eating and Drinking	35 hours	
<b>Theme 3</b>	Spending and Shopping	35 hours	
<b>Theme 4</b>	Travel and Holidays	35 hours	

**Theme 1** is mandatory so all learners must do this. Learners will also study two other themes out of the three optional themes above. **The two optional themes will be chosen by the teacher in consultation with the learner.**

In **Unit ISL201** learners will be assessed on the content of **Theme 1** only. The hours within the unit include time for practice and assessment.

In **Units ISL202 and ISL203** learners will use and build upon the vocabulary and grammatical features of **Theme 1**.

**Themes 2, 3 and 4** include the vocabulary from **Theme 1**. Learners are expected to increase their understanding and use of ISL grammar and vocabulary in these units. Some of the

learning hours will be used to practice their skills and carry out the assessment for **Units ISL202 and ISL203**.

For **Unit ISL202** learners will be assessed on the content of **Theme 1** and the **first choice** of the optional themes.

For **Unit ISL203** learners will be assessed on the content of **Theme 1** and the **second choice** of the optional themes.

## Target group

Level 2 Certificate in Irish Sign Language is suitable for those who:

- wish to achieve language skills at an intermediate level to improve communication with Deaf people
- are Deaf and wish to gain a qualification in their native language
- are family, friends and colleagues of Deaf people
- want to progress from Level 1 study in ISL, and who may want to progress to more advanced levels of study in ISL at a later date
- are studying for personal development.

**Level 2 Certificate in Irish Sign Language is suitable for all ages, including pre-16.**

## Topic content

### Theme 1 – Everyday Conversation (mandatory)

The learner is expected to understand and then answer questions related to the theme.

Suggestions could include:

- Describe what a person, animal or object looks like – family, age, name, hair, size, ethnic groups, clothes, religion, materials, pattern and colours
- Describe a person's behaviour, personality, characteristics or feelings.
- Describe what an animal looks like and how it behaves
- Describe what you do at school, college or work as part of your daily routine.
- Express an attitude or opinion / like or dislike

- Describe an event or activity that has taken place in the past or is due to happen in the future
- Describe activities that you do regularly in the home or for leisure, the places that you go, your home and address
- Describe everyday illnesses, health, treatment and hospital

N.B Vocabulary and topics covered in this theme will run throughout Units 202 and 203.

## Unit 202

**Learners must pick one theme for ISL 202 and a different theme for ISL203**

### Theme 2 – Eating & Drinking

The learner is expected to understand and then answer questions related to the theme.

Suggestions could include:

- Describe different types of meals, drinks and food types
- Describe how you would prepare a meal using the relevant utensils and ingredients
- Describe a time you have been for a meal with friends, where you went, what you ordered, what the food was like and how you paid
- Give your views on eating and drinking e.g. breakfast and main meal
- Compare two different foods or drinks e.g. snacks, fruit, vegetables, sweets and taste
- Express an opinion on different payment methods, restaurant staff or an experience you may have had

### Theme 3 – Shopping & Spending

The learner is expected to understand and then answer questions related to the theme.

Suggestions could include:

- Describe the different types of shops, payment methods, receipts and refunds, budgeting etc
- Explain how you pay for different services e.g. money, cards, cheque, paypal
- Ask for the price of things and comment on whether this is expensive, reasonable, cheap etc
- Discuss your experiences ordering online / e-shopping

- Compare two or more things you have bought by size, cost, quality and how easy it was to get
- Give your opinions about current and past shopping experiences

#### **Theme 4 – Travel and Holidays**

The learner is expected to understand and then answer questions related to the theme.

Suggestions could include:

- Describe buying a ticket and travelling to different places
- Describe how you felt when travel arrangements went wrong e.g. there was a breakdown or accident
- Describe your experience of the hotel, B&B or campsite. What facilities did it have? Was it good or bad?
- Discuss activities / places that you have visited on holiday
- Compare two or more holidays or journeys you've been on
- Give your opinion about current and past holiday experiences – complaints, compliments, weather and transport

#### **Progression routes**

On completion of Signature Level 2 Certificate in Irish Sign Language, a wide range of further qualifications is available, including:

- Signature Level 3 Certificate in Irish Sign Language
- Signature Level 4 Certificate in Irish Sign Language
- Signature Level 4 Certificate in Irish Sign Language and Introduction to Interpreting
- Signature Level 6 NVQ Certificate in Irish Sign Language

# UNIT SPECIFICATION

## Unit ISL201 – ISL Receptive Skills

(RQF Unit Number: Y/600/0230)

### Unit summary

To achieve this unit, learners must show they can understand routine language in everyday situations.

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.

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

Learning outcomes	Assessment criteria
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner/candidate can:
1. Be able to understand signed communication in a range of familiar everyday situations	1.1 Follow and recognise everyday signed statements, explanations or descriptions delivered clearly and at normal speed, on a range of everyday topics: a. people, things b. actions, behaviours, feelings c. experiences d. events, activities e. daily social, work or school routines



<b>Learning outcomes</b> At the end of this unit of learning, the successful learner will:	<b>Assessment criteria</b> At the end of this unit of learning, the successful learner/candidate can:
2. Be able to understand key grammatical features of everyday situations	2.1 Recognise: a. question forms b. question tags c. negation d. affirmation
3. Be able to understand questions related to a range of familiar everyday situations	3.1 Understand and answer questions or enquiries correctly

See glossary of terms for further explanation of assessment criteria.

# ASSESSMENT SPECIFICATION

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

Candidates will be assessed on their understanding of a story presented in ISL 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 DVD based on Theme 1 only, and will answer 12 questions with a choice of answers. The candidate will record their answers by ticking one box for each question on the assessment paper provided.

The DVD **must not be stopped at any time** during the assessment and it **must not be repeated**.

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

# GUIDELINES

The story will be in four sections. There will be three questions after each section.

### Order of signing on DVD:

The whole story will be played (sections 1-4).

Section 1 will be played again and then three questions asked.

Section 2 will then be played again and then three questions asked.

Section 3 will then be played again and then three questions asked.

Section 4 will then be played again and then three questions asked.

The questions will be repeated twice in each section and there will be a timed pause on the DVD for candidates to tick their answer (A B C or D).

### Notes

- The invigilator will be responsible for operating the DVD.
- The running time of the DVD will be approximately 15-25 minutes.
- The DVD must not be paused or repeated at any point during the assessment.
- The DVD **must** be returned to Signature with the assessment papers.

# 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.

# UNIT SPECIFICATION

## Unit ISL202 – ISL Productive Skills

(RQF Unit Number: D/600/0231)

### Unit summary

To achieve this unit, learners must show that they can use routine language in everyday situations.

It allows the learner to demonstrate their ability to present information in Irish Sign Language. Their language is generally accurate and they make only minor grammatical errors, which do not change their meaning. If they do not have the vocabulary, they find other ways of presenting information.

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 2
35	15	50	5

Learning outcomes	Assessment criteria
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner can:
1. Be able to use ISL to communicate a range of familiar everyday situations and chosen theme	1.1 Use and combine simple sentences and set phrases to provide personal, social or work information, instructions or advice 1.2 Present information from his/her own language into ISL 1.3 Use correct sign order 1.4 Demonstrate correct handshape and movement

<b>Learning outcomes</b>	<b>Assessment criteria</b>
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner can:
	1.5 Use correct and appropriate fingerspelling
2. Be able to use appropriate signing conventions of familiar everyday situations and a chosen theme	2.1 Use appropriate signing conventions to express: <ul style="list-style-type: none"> <li>a. clear meaning and context</li> <li>b. correct pace and flow</li> <li>c. correct signing space</li> <li>d. use of placements and referents</li> <li>e. role shift</li> </ul>
3. Be able to use non manual features	3.1 Use correct: <ul style="list-style-type: none"> <li>a. facial expression</li> <li>b. ISL lip patterns</li> <li>c. negation</li> <li>d. affirmation</li> </ul>

## Level 2 Certificate in Irish Sign Language

Unit ISL202

# ASSESSMENT SPECIFICATION

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

One theme from the three optional themes will have been chosen by the teacher in consultation with the candidate before the assessment. Candidates will be assessed on a combination of Theme 1 and the other chosen theme. The themes are shown below.

<b>Theme 1</b>	Everyday Conversation	Mandatory
<b>Theme 2</b>	Eating and Drinking	Optional themes: For this unit, pick <b>one</b> of these themes.
<b>Theme 3</b>	Spending and Shopping	
<b>Theme 4</b>	Travel and Holidays	

The theme chosen for ISL202 must be different to the theme chosen for ISL203.

**Note - Candidates must achieve two or more points for ISL Sign Order (E1) and Non-Manual Features (E2) to pass this unit, regardless of the total number of points achieved.**

### Assessment procedure

- The teacher may show the candidate to a chair or a spot to stand on.
- **The teacher and candidate should both be viewable, in the viewing frame of the camera and all ISL features fully visible.**
- The candidate must fingerspell his/her name in full at the start of their assessment in order to identify themselves. This is not marked as part of the assessment and is not included in the assessment timing
- The candidate will clearly sign the chosen theme in full. This is not marked as part of the assessment and is not included in the assessment timing
- The presentation will start. **The time of the assessment also starts.**

- The candidate will sign a presentation on the chosen theme, this will be recorded on DVD.
- The candidate will sign their presentation to their teacher. **The teacher and candidate should both be viewable, in the viewing frame of the camera and all ISL features fully visible.**
- If the candidate is struggling with their presentation, the teacher may prompt the candidate to help them to keep their presentation flowing. The teacher must not help them with their signing but can comment on or ask a question related to the theme. The teacher can prompt the candidate twice during the presentation if necessary. **External assessors will notify Signature of any centre that demonstrates excessive prompting or where ISL features are not visible and the candidate will be marked as not assessed.**
- The presentation should be **between 3 – 5 minutes** in length.
- The teacher will time the presentation and ask the candidate to stop at an appropriate time, no less than after five minutes but not before three minutes.

### Notes

- Candidates will fail if the assessment is finished under three minutes.
- Candidates will fail if the assessment is off theme.
- Assessments over five minutes will not be marked from five minutes onwards.
- Marks will not be given if the candidate is using SSE (Signed Supported English).
- The recording of the candidate's assessment must not be edited or changed.

**The pass mark for the assessment is 50%, i.e. 15/30. In addition both essential criteria must be passed, also at 50%, i.e. 2/4** Refer to page 5 for the assessment criteria.



## ASSESSMENT CRITERIA (PRODUCTIVE SKILLS) (3 minutes – 5 minutes)

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

Assessment criteria	Points					
		Pts		Pts		Pts
Clear meaning and context	Little or no evidence shown	0	Candidate's presentation is clear and within context about <b>half of the time</b>	1	Candidate's presentation is clear and within context <b>most of the time</b>	2
Signing pace and flow		0	Candidate is able to sign at correct pace and flow about <b>half of the time</b>	1	Candidate is able to sign at correct pace and flow <b>most of the time</b>	2
Signing space		0	Candidate is able to use signing space correctly about <b>half of the time</b>	1	Candidate is able to use signing space correctly <b>most of the time</b>	2
Placements and referents		0	Candidate is able to use placements and referents correctly about <b>half of the time</b>	2	Candidate is able to use placements and referents correctly <b>most of the time</b>	4
Role shift		0	Candidate has used <b>at least one role shift</b> correctly	1	Candidate has used <b>at least two role shifts</b> correctly on <b>two separate occasions</b>	2
Vocabulary		0	Candidate has used a limited range of vocabulary from the unit	2	Candidate has used a wide range of vocabulary, in ISL order, from the unit	4
Handshape and movement		0	Candidate is able to use handshape and location/position/direction/orientation correctly about <b>half of the time</b>	2	Candidate is able to use handshape and location/position/direction/orientation correctly <b>most of the time</b>	4
Fingerspelling		0	Candidate has fingerspelled <b>at least three different words</b> correctly using the correct form of letter on hand(s)	1	Candidate has fingerspelled <b>at least four different words</b> correctly using the correct form of letter on hand(s)	2
ISL sign order* (E1)		0	Candidate is able to use ISL sign order, with no English structure, about <b>half the time</b>	2	Candidate is able to use ISL sign order, with no English structure, <b>most of the time</b>	4
Non-manual features* (E2)		0	Candidate is able to use non-manual features about <b>half the time</b>	2	Candidate is able to use non-manual features <b>most of the time</b>	4

**Note:** Please see Teacher Notes on our website for more information on suggested vocabulary and the assessment criteria.

\* Essential criteria (E1 and E2) - two or more points **must** be achieved for **each** of these to pass this unit, regardless of the total number of points achieved.

# UNIT MARK SHEET

Unit: ISL202																					
Assessment Number:																					
Skills	Assessment Criteria	(1 <sup>st</sup> candidate's name)				(2 <sup>nd</sup> candidate's name)				(3 <sup>rd</sup> candidate's name)				(4 <sup>th</sup> candidate's name)				(5 <sup>th</sup> candidate's name)			
		Marks		Marks		Marks		Marks		Marks		Marks		Marks		Marks					
Productive Skills	Clear meaning	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2		
	Signing pace & flow	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2		
	Signing space	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2		
	Placements/referents	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4		
	Role shift	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2		
	Vocabulary	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4		
	Handshape & movement	0	2	4	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	0	1	2		
Essential Criteria	E1 – ISL sign order	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4		
	E2 - NMF	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4	0	2	4		
<b>Total score</b>																					
<b>If zero score – tick correct reason</b>	Off theme																				
	Under time																				
<b>Other</b>	Not assessed																				
Fingerspelling (Productive)																					

Assessor signature .....

Assessor name .....

# UNIT SPECIFICATION

## Unit ISL203 – ISL Conversational Skills

(RQF Unit Number: k/600/0233)

### Unit summary

This unit covers the learner's receptive and productive skills, which will normally have been assessed in Units ISL201 and ISL202. It allows the candidate to put both skills together to demonstrate that they can understand and exchange information during a routine conversation with a ISL user.

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 2
35	15	50	5

Learning outcomes	Assessment criteria
At the end of this unit of learning, the successful learner will:	At the end of this unit of learning, the successful learner/candidate can:
1. Understand routine conversations in ISL	1.1 Recognise routine questions and responses about everyday personal, social or work related topics asking for clarity if required 1.2 Recognise requests or views expressed through combinations of set phrases and simple structures, question forms, affirmative and negation signs
2. Take part in routine conversations in ISL	2.1 Understand and use routine questions and responses to initiate information about everyday personal, social and work matters 2.2 Understand and use simple structures, set phrases to express ideas, opinions and views

<b>Learning outcomes</b> At the end of this unit of learning, the successful learner will:	<b>Assessment criteria</b> At the end of this unit of learning, the successful learner/candidate can:
	2.3 Use vocabulary that is appropriate to the situation, subject and context 2.4 Use signed conventions appropriate to the context including a range of non verbal conventions to support signed communication 2.5 Reproduce and produce accurate fingerspelling when appropriate 2.6 Use strategies to maintain a conversation: <ol style="list-style-type: none"> <li>a. fluency</li> <li>b. turn-taking</li> <li>c. eye contact</li> <li>d. interrupting</li> <li>e. clarifying</li> <li>f. follow up questions</li> </ol> 2.7 Present information in correct sign order

## Level 2 Certificate in Irish Sign Language

Unit ISL203

# ASSESSMENT SPECIFICATION

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

One theme from the three optional themes will have been chosen by the teacher in consultation with the candidate before the assessment. Candidates will be assessed on a combination of Theme 1 and the other chosen theme.

<b>Theme 1</b>	Everyday Conversation	Mandatory
<b>Theme 2</b>	Eating and Drinking	Optional themes: For this unit, pick <b>one</b> of these themes.
<b>Theme 3</b>	Spending and Shopping	
<b>Theme 4</b>	Travel and Holidays	

**The theme chosen for ISL203 must be different to the theme chosen for ISL202.**

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

The conversation will allow candidates to show both productive and receptive skills which meet the assessment criteria on page 5.

**Note - Candidates must achieve two or more points for ISL Sign Order (essential criteria E1) and Non-Manual Features (essential criteria E2) to pass this unit, regardless of the total number of points achieved**

## Assessment procedure

- The teacher will show candidate to a chair or a spot to stand 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. This is not marked and not part of the assessment timing.
- The teacher will introduce self by fingerspelling their first name.
- The teacher will ask the candidate to fingerspell his/her name in full at the start of their assessment in order to identify themselves. This is not marked as part of the assessment and is not included in the assessment timing
- The teacher will ask the candidate which theme has been chosen.
- The candidate will sign the chosen **theme**, which should be given fully and clearly. This is not marked as part of the assessment and is not included in the assessment timing
- The conversation will start. **The time of the assessment also starts.**
- The conversation should be **between 6 – 7 minutes** in length.
- The teacher will end the conversation at an appropriate time at no less than six minutes and no more than seven minutes.

## Notes

- Candidates will fail if the assessment is finished under six minutes.
- Candidates will fail if the assessment is off theme.
- Assessments over seven minutes will not be marked from seven minutes onwards.
- The conversation should focus mainly on the selected theme 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 is using SSE (Signed Supported English).
- Marks will not be given if the candidate or the teacher uses voice.
- The recording of the candidates assessment must not be edited or changed in any way.

**The pass mark for the assessment is 50%, i.e. 15/30. In addition both essential criteria must be passed, also at 50%, i.e. 2/4** Refer to page 5 for the assessment criteria.

# ASSESSMENT CRITERIA (6 minutes – 7 minutes)

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

Skills	Assessment criteria	Points					
			Pts		Pts		Pts
Conversational Skills	Fluency of conversation	Little or no evidence shown	0	Candidate kept the conversation going about <b>half of the time</b> with little one-sided conversations	2	Candidate has no difficulty in keeping the conversation going <b>most of the time</b> and there were no one-sided conversations	4
	Turn-taking		0	Candidate used eye contact and turn-taking appropriately about <b>half of the time</b>	2	Candidate used eye contact and turn-taking appropriately <b>most of the time</b>	4
Receptive Skills	Understanding		0	Can understand teacher about <b>half of the time</b> (may include clarification or repetition where necessary)	1	Understands teacher <b>most of the time</b> (may include clarification or repetition where necessary)	2
	Questions		0	<b>At least three questions</b> answered correctly	1	<b>Four or more questions</b> answered correctly	2
	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
Productive Skills	Vocabulary		0	Candidate used a limited range of vocabulary from the unit	2	Candidate used a wide range of vocabulary from the unit	4
	Questions		0	Candidate asked <b>at least three questions</b>	1	Candidate asked <b>at least four questions</b>	2
	Fingerspelling		0	Candidate fingerspelled <b>at least three different words</b> correctly using the correct form of letter on hand(s)	1	Candidate fingerspelled <b>at least four different words</b> correctly using the correct form of letter on hand(s)	2
	ISL sign order * (E1)		0	Candidate is able to use ISL sign order, with no English structure, about <b>half the time</b>	2	Candidate is able to use ISL sign order, with no English structure, <b>most of the time</b>	4
	Non-manual features * (E2)		0	Candidate is able to use non-manual features about <b>half the time</b>	2	Candidate is able to use non-manual features <b>most of the time</b>	4

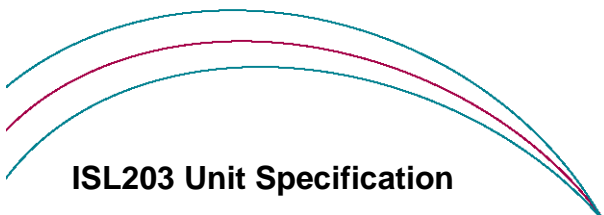
**Note:** Please see Teacher Notes on our website for more information on the assessment criteria.

\* Essential criteria (E1 and E2) - two or more points **must** be achieved for **each** of these to pass this unit, regardless of the total number of points achieved.

# UNIT MARK SHEET

Unit: ISL203																					
Assessment Number:																					
Skills	Assessment Factors	(1 <sup>st</sup> candidate's name)			(2 <sup>nd</sup> candidate's name)			(3 <sup>rd</sup> candidate's name)			(4 <sup>th</sup> candidate's name)			(5 <sup>th</sup> candidate's name)							
		Marks			Marks			Marks			Marks			Marks							
Conversational Skills	Fluency conversation	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Turn-taking	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
Receptive Skills	Understanding	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
	Questions	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
	Fingerspelling	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Productive Skills	Vocabulary	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Questions	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
	Fingerspelling	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Essential Criteria	E1 – ISL sign order	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	E2 - NMF	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
Total score																					
If zero score – tick correct reason	Off theme																				
	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/](http://www.actiondeafnessbooks.org.uk/)
- Signature's Homework DVDs – <http://shop.signature.org.uk/>



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