

Qualification Specification

Level 2 Certificate in Irish Sign Language

500/6135/5

Sept 2010 – Aug 2011



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QUALIFICATION SPECIFICATION

Signature Level 2 Certificate in Irish Sign Language (QCF)

(QAN: 500/6135/5)

(Signature Qualification Reference: ISL2)

Qualification Aim

This qualification is designed to enable learners to develop an ability to communicate with Deaf people using Irish Sign Language (ISL) in a range of familiar contexts, participating in longer and more open-ended exchanges than at Level 1. The course will develop functional communication in ISL about a range of real life, routine, and daily experiences. The learner will be able to deal with most routine language tasks and have sufficient grasp of grammar to cope with some non-routine tasks. 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 3 units, each of which can be achieved separately.

Although, the units can be done in any order at any time, it is recommended that the content of Unit 201 is covered before Unit 202 or 203.

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



| Signature unit code | QCF unit number | Unit title | Assessment | Unit details |
|---------------------|-----------------|-------------------------------------|-------------------------------------|--------------------------------|
| ISL201 | Y/600/0230 | ISL201 ISL Receptive Skills | External: multiple-choice questions | See Unit ISL201 Specification. |
| ISL202 | D/600/0231 | ISL202 ISL Productive Skills | External: presentation in ISL | See Unit ISL202 Specification. |
| ISL203 | K/600/0233 | 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 guided learning hours are **100** hours as 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 |
| Total | 100 | 50 | 150 | 15 |

Guided learning hours includes assessment time.

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



The qualification has 4 themes:

| | | | | |
|-------------------|---|--------------------------|-----------------------|------------------|
| Learn 2 themes | — | Theme 1 MANDATORY | Everyday Conversation | 30 hours |
| | — | Theme 2 OPTIONAL | Eating and Drinking | 35 hours |
| | — | Theme 3 OPTIONAL | Spending and Shopping | 35 hours |
| | — | Theme 4 OPTIONAL | Travel and Holidays | 35 hours |
| | | | TOTAL | 100 hours |

Theme 1 is mandatory; learners will study 2 other themes out of the 3 optional themes above.

The themes are chosen by the teacher. Learners will be assessed on the content of **Theme 1** in **Unit 201**. The hours within the unit include time for practice and assessment.

In **Units 202 and 203** learners will consolidate and build upon the vocabulary and grammatical features of **Theme 1**.

Themes 2, 3 and 4 include the topics within **Theme 1**. Learners are expected to widen their grasp and use of ISL grammar and vocabulary in these units, whilst using a proportion of the learning hours to practice their skills and carry out the assessment for **Units 202 and 203**.

Learners will be assessed on the content of **Theme 1** and the **first choice** of the optional themes for **Unit 202**.

Learners will be assessed on the content of **Theme 1** and the **second choice** of the optional themes for **Unit 203**.



Target Group

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

- wish to acquire language skills at an intermediate level to enhance communication with Deaf people;
- are Deaf and wish to gain a qualification in their native language;
- are family, friends and colleagues of Deaf people;
- wish to progress from Level 1 study in ISL, and who may wish 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.

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 NVQ Certificate in Irish Sign Language;
- Signature Level 4 NVQ in Irish Sign Language.



UNIT SPECIFICATION

Unit ISL201 – ISL Receptive Skills

(QCF Unit Number: Y/600/0230)

| 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.



Level 2 Certificate in Irish Sign Language

Unit ISL201

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 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 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.



Level 2 Certificate in Irish Sign Language

Unit ISL201

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.



UNIT SPECIFICATION

Unit ISL202 – ISL Productive Skills

(QCF Unit Number: D/600/0231)

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

Unit Overview

To achieve this unit, learners show that they can use routine language in everyday situations. They can, for example:

- give brief descriptions of personal, social or work circumstances;
- give a short presentation.

Their language is generally accurate and they make only minor grammatical errors, which do not obscure their meaning. If they do not have the vocabulary, they find alternative ways of expressing information.

Performance Criteria

Element 202.1 – Give routine descriptions or explanations

When competent at this level, learners can:

- use and combine simple structures and set phrases to provide personal, social or work information, instructions or advice;
- use signing conventions appropriate to the context.



Level 2 Certificate in Irish Sign Language

Unit ISL202

ASSESSMENT SPECIFICATION

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

Candidates will be assessed on a combination of Theme 1 and **one** of the 2 chosen themes **but** not the same theme used for ISL203. The centre must inform Signature of the chosen themes on the Candidate Registration Form (see Assessment Regulations on our website).

Signature will supply a choice of 3 titles related to the theme chosen by the teacher for this unit (see above).

The candidate will sign a presentation on video, based on the title.

Assessment Procedure

- The candidate may be escorted to a chair or a spot to stand on.
- The invigilator will check the camera and switch it on.
- The candidate will fingerspell their name to the camera, which should be given fully and clearly. **This will not be marked.**
- The candidate will sign the title, **not the theme**, which should be given fully and clearly. **This will not be marked.**
- The presentation will start. **The time of the assessment also starts.**
- The presentation should be **between 3 – 4 minutes** in length.
- The invigilator will time the presentation and ask the candidate to stop after 4 minutes (**but not before 3 minutes**) if the candidate has not already done so.



Notes

- Candidates will fail if the assessment is finished under 3 minutes.
- Assessments over 4 minutes will not be marked from 4 minutes onwards.
- There will be the candidate and an invigilator in the room, the invigilator is responsible for ensuring the candidate is in the viewing frame of the camera, that it is switched on at the beginning and off at the end of the presentation.
- When the presentation is finished and before the candidate leaves the room, the invigilator will rewind the DVD/tape to check that the recording is viewable. The invigilator will then set the DVD/tape ready for the next candidate.
- Marks will not be given if the candidate is using SSE (Signed Supported English).
- There must be **no editing** of the recording of the candidate's performance.
- No other people are allowed in the room during the assessment and no assistance is to be given to candidates other than by the invigilator who will switch the camera on and off.

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 4 for the Assessment Criteria.



ASSESSMENT CRITERIA (PRODUCTIVE SKILLS) (3 minutes – 4 minutes)

| Learning Outcome | Assessment Criteria and Scores | | | | | |
|---------------------------|--------------------------------|-----|--|-----|---|-----|
| | | Pts | | Pts | | Pts |
| Clear meaning and context | Little or no evidence shown | 0 | Candidate's presentation is clear and within context about half of the time | 1 | Candidate's presentation is clear and within context most of the time | 2 |
| Signing pace and flow | | 0 | Candidate is able to sign at correct pace and flow about half of the time | 1 | Candidate is able to sign at correct pace and flow most of the time | 2 |
| Signing space | | 0 | Candidate is able to use signing space correctly about half of the time | 1 | Candidate is able to use signing space correctly most of the time | 2 |
| Placements and referents | | 0 | Candidate is able to use placements and referents correctly about half of the time | 2 | Candidate is able to use placements and referents correctly most of the time | 4 |
| Role shift | | 0 | Candidate has used at least 1 role shift correctly | 1 | Candidate has used at least 2 role shifts correctly on 2 separate occasions | 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 half of the time | 2 | Candidate is able to use handshape and location/position/direction/orientation correctly most of the time | 4 |
| Fingerspelling | | 0 | Candidate has fingerspelled at least 3 different words correctly using the correct form of letter on hand(s) | 1 | Candidate has fingerspelled at least 4 different words correctly using the correct form of letter on hand(s) | 2 |
| ISL sign order* | | 0 | Candidate is able to use ISL sign order, with no English structure, about half the time | 2 | Candidate is able to use ISL sign order, with no English structure, most of the time | 4 |
| Non-manual features* | | 0 | Candidate is able to use non-manual features about half the time | 2 | Candidate is able to use non-manual features most of the time | 4 |

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

* Two or more points **must** be obtained for **each** of these sections in order to pass this unit, regardless of the total number of points achieved.



UNIT MARK SHEET

| Unit: ISL202 | | | | | | | | | | | | | | | | | | |
|-------------------------------------|----------------------|------------------------------------|---|---|------------------------------------|---|---|------------------------------------|---|---|------------------------------------|---|---|------------------------------------|---|---|--|--|
| Assessment Number: | | | | | | | | | | | | | | | | | | |
| Skills | Assessment Factors | (1 st candidate's name) | | | (2 nd candidate's name) | | | (3 rd candidate's name) | | | (4 th candidate's name) | | | (5 th candidate's name) | | | | |
| | | Marks | | | Marks | | | Marks | | | Marks | | | Marks | | | | |
| Productive Skills | Clear meaning | 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 | | |
| | Signing space | 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 | | |
| | Role shift | 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 | | |
| | 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 | | |
| 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 topic | | | | | | | | | | | | | | | | | |
| | Under time | | | | | | | | | | | | | | | | | |
| Other | Not assessed | | | | | | | | | | | | | | | | | |
| Fingerspelling (Productive) | | | | | | | | | | | | | | | | | | |

Assessor Signature

Assessor Name

Date



UNIT SPECIFICATION

Unit ISL203 – ISL Conversational Skills

(QCF Unit Number: K/600/0233)

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

Unit Overview

This unit consolidates the learner's receptive and productive skills, which will normally have been assessed in Units 201 and 202. 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. Candidates will also demonstrate the knowledge and skills detailed in this unit on page 3, and the performance criteria on page 1 of Unit ISL201 and page 1 of Unit ISL202.

Performance Criteria

Element 201.2 – Understand routine conversations

When competent at this level, learners can:

- understand routine questions and responses about everyday personal, social or work related topics;
- understand requests or views expressed through combinations of simple structures and set phrases;
- understand the main points of routine conversations.



Element 202.2 – Take part in routine conversations

When competent at this level, learners can:

- use and combine simple structures and common expressions to initiate and maintain contact with others;
- use routine questions and responses to exchange information about everyday personal, social or work matters;
- use and combine simple structures and set phrases to make requests, express views and/or clarify understanding;
- use signed conventions appropriate to the context.



Level 2 Certificate in Irish Sign Language

Unit ISL203

Knowledge and Skills

Learners can:

- K1 Understand and use vocabulary in everyday use relevant to the context in which you are using the language, and some common alternatives.
- K2 Understand and use set phrases in a fixed form expressing polite convention (e.g. forms of address, greeting, leave-taking) and feelings (e.g. gratitude, regret, apology, annoyance).
- K3 Understand and use routine numerical data (e.g. quantity, prices, dates).
- K4 Understand and use the infinitive (or other basic verb root) form and the use of this with other verbs, where appropriate to the language.
- K5 Understand and use simple ways of expressing past, present and future tenses, where appropriate to the language.
- K6 Understand and use sentence structures for making positive and negative statements.
- K7 Understand and use commonly used positive and negative question forms.
- K8 Understand and use the imperative form.
- K9 Understand and use commonly used conditional forms, where appropriate to the language.
- K10 Use reference sources (e.g. glossaries, dictionaries) to clarify and confirm meaning when necessary.



Level 2 Certificate in Irish Sign Language

Unit ISL203

ASSESSMENT SPECIFICATION

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

Learners will be assessed on a combination of Theme 1 and **one** of the 2 chosen themes **but** not the same theme used for ISL202. The centre must inform Signature of the chosen themes on the Candidate Registration Form (see Assessment Regulations on our website).

Signature will supply a choice of 3 titles related to the theme chosen by the teacher.

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

The conversation will allow candidates to show both productive and receptive skills which meet the performance criteria for units ISL201, 202 and 203, the knowledge and skills on page 3 and the assessment criteria on page 6.

Assessment Procedure

- The teacher will escort 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 self by giving the first name.
- The teacher will ask the candidate to fingerspell their full name to the camera.
- The candidate will fingerspell their name to the camera, which 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, **not the theme**, which 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 6 – 7 minutes** in length.
- The teacher will draw the conversation to a close at an appropriate time at no less than 6 minutes and no more than 7 minutes.



Notes

- Candidates will fail if the assessment is finished under 6 minutes.
- Assessments over 7 minutes will not be marked from 7 minutes onwards.
- The conversation should focus mainly on the selected title chosen, but it is acceptable for the conversation to include wider vocabulary from elsewhere in the specification.
- The teacher and candidate may interrupt, seek clarification or ask for repetition at any point during the conversation.
- Marks will not be given if the candidate or the teacher is using SSE (Signed Supported English).
- Marks will not be given if the candidate or the teacher uses voice.
- There must be **no editing** of the recording of the candidate's performance.

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 6 for the Assessment Criteria



ASSESSMENT CRITERIA (6 minutes – 7 minutes)

| Skills | Learning Outcome | Assessment Criteria and Scores | | | | | |
|-----------------------|-------------------------|--------------------------------|-----|---|-----|---|-----|
| | | | Pts | | Pts | | Pts |
| Conversational Skills | Fluency of conversation | Little or no evidence shown | 0 | Candidate kept the conversation going about half of the time with little one-sided conversations | 2 | Candidate has no difficulty in keeping the conversation going most of the time and there were no one-sided conversations | 4 |
| | Turn-taking | | 0 | Candidate used eye contact and turn-taking appropriately about half of the time | 2 | Candidate used eye contact and turn-taking appropriately most of the time | 4 |
| Receptive Skills | Understanding | | 0 | Can understand teacher about half of the time (may include clarification or repetition where necessary) | 1 | Understands teacher most of the time (may include clarification or repetition where necessary) | 2 |
| | Questions | | 0 | At least 3 questions answered correctly | 1 | Four or more questions 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, in ISL order, from the unit | 4 |
| | Questions | | 0 | Candidate asked at least 3 questions | 1 | Candidate asked at least 4 questions | 2 |
| | Fingerspelling | | 0 | Candidate fingerspelled at least 3 different words correctly using the correct form of letter on hand(s) | 1 | Candidate fingerspelled at least 4 different words correctly using the correct form of letter on hand(s) | 2 |
| | ISL sign order * | | 0 | Candidate is able to use ISL sign order, with no English structure, about half the time | 2 | Candidate is able to use ISL sign order, with no English structure, most of the time | 4 |
| | Non-manual features * | | 0 | Candidate is able to use non-manual features about half the time | 2 | Candidate is able to use non-manual features most of the time | 4 |

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

* Essential criteria: Two or more points **must** be obtained for **each** of these sections in order to pass this unit.



UNIT MARK SHEET

| Unit: ISL203 | | | | | | | | | | | | | | | | | | |
|-------------------------------------|----------------------|------------------------------------|---|---|------------------------------------|---|---|------------------------------------|---|---|------------------------------------|---|---|------------------------------------|---|---|--|--|
| Assessment Number: | | | | | | | | | | | | | | | | | | |
| Skills | Assessment Factors | (1 st candidate's name) | | | (2 nd candidate's name) | | | (3 rd candidate's name) | | | (4 th candidate's name) | | | (5 th candidate's name) | | | | |
| | | Marks | | | Marks | | | Marks | | | Marks | | | Marks | | | | |
| 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 topic | | | | | | | | | | | | | | | | | |
| | Under time | | | | | | | | | | | | | | | | | |
| Other | Not assessed | | | | | | | | | | | | | | | | | |
| Fingerspelling (Receptive) | | | | | | | | | | | | | | | | | | |
| Fingerspelling (Productive) | | | | | | | | | | | | | | | | | | |

Assessor Signature

Assessor Name

Date



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.

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. |

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.

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.



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.

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.

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.



| | |
|---|--|
| Showing different aspects of an event in time | 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. |
| | 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. |
| Showing different calendar units | 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. |
| Showing continuation | Carry on (working there), continue (doing this). |
| Ordering events | First I got the bowl and the eggs. I broke the eggs into the bowl and then... |
| Frequency | Regularly, every week, once a month, 3 times a day, before meals, once a day, before going to bed, etc. |
| Frequency of payment | Everyday. Every week. Monthly. Annually. |



Show different stages in a time sequence.

I was just about to leave.
I was walking along.
I was just arriving.
I got there.

The plane was just about to leave.
The plane was flying along.
The plane started to land.
The plane landed.

Conditionality

If it's sunny I'll go outside, if it rains I'll work indoors.

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.”

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.”

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.

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 | Blonde, 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, Irish, 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. |
| 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, ISL, 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.

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. |



| | |
|---|---|
| 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, ISL 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.

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 ISL202

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.

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 | 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 |
| L-A-S-S-I-E | F-R-E-E-V-I-E-W | D-E-R-B-Y |

ISL 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 ISL203

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.

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 |
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| 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.

ISL 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.

