

# Unit Specification

## BSL101 – Introduction to British Sign Language

F/502/4513



Sept 2010 – Aug 2011



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# UNIT SPECIFICATION

## Unit BSL101 – Introduction to British Sign Language

(QCF Unit Number: F/502/4513)

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

### Unit Summary

#### Topics Learning Outcomes

##### A. Meeting People

- Address, greet and take leave of another BSL user.
- Understand and produce fingerspelling (the manual alphabet) to denote names of people and places.
- Use and recognise strategies for asking for clarification.
- Use and recognise simple question forms.
- Ask for and give relevant personal information about self and/or others.

##### B. Using Numbers

- Use and recognise the local numbering systems for counting people and things.

##### C. Weather

- Describe and ask about the weather.

##### D. Transport

- Give and receive information about mode of travel.

##### E. Directions

- Describe and give directions in places/buildings.
- Ask for directions.



## Topic Content

### A. Meeting People

#### Meeting familiar people

Attracting attention, e.g. tapping and waving.  
Informal ways of greeting familiar people, e.g. Use of gesture; Hi! Alright? How are you? Haven't seen you for a while!

#### Meeting unfamiliar people in familiar surroundings (e.g. the sign class or in the Deaf club)

Attracting attention, e.g. tapping and waving.  
Formal ways of greeting unfamiliar people.  
Introducing oneself, e.g. Hello/good morning, I'm pleased to meet you.  
My name is Sarah. What is your name? Where are you from or Where do you live? I live in York. What's her/his/their name? Are you Deaf/hearing? I'm learning BSL. I am/am not Deaf/hearing.

#### Meeting unfamiliar people in public places, shops, cafes, offices, etc

Asking if they require assistance, e.g. What do you want? What would you like me to do? Can I help? I am learning to sign/I sign a little. Who do you want to meet? Do you want black or white coffee?

#### Requesting clarification

When a response or question isn't understood, e.g. Again please. Sorry, I don't understand. What was that sign? Please write it down.

Using facial expressions when asking or responding to questions, or signalling affirmation and negation.

#### Leave taking

Ending an interaction politely, e.g. Thank you. I must go. Pleased to meet you. See you again. See you later. Excuse me. Goodbye.

#### Range of vocabulary could include:

*Hello, good morning, please, thank you, sorry, no, yes, name, first, second, surname, name sign, deaf, hearing, hard of hearing, deafened, not, me, you, us, them, your, my/mine, his, her, theirs, where, who, what, how, help, learn, BSL, sign, lot, little, see, meet, meet again, live where, do/don't understand, write, pen, paper, repeat, slowly, pleased, happy, see you later, excuse me, goodbye, sit, chair, drink, wait, arrive, leave, tea, coffee, milk, black, white, sugar, water.*



## B. Using Numbers

### Basic numbers

Counting 0 – 9 using the one-handed variant used in the learner's locality.

This will allow the learner to use these numbers to create larger numbers (to show time, age, etc), until they learn local/regional numbering conventions in later units.

### Range of vocabulary could include:

*Minutes, time, pounds, pence, days, weeks, months, years, people, 1st, 2nd (see E. Directions).*

## C. Weather

### Remarking on the weather

Asking about the weather, e.g. What's the weather like?

Describing the weather, e.g. It's not nice today; it's raining and cold. It is lovely today, nice and sunny and hot.

### Range of vocabulary, used in the context of 'weather', could include:

*Hot, cold, warm, wet, dry, nice, rain, sun(ny), lovely.*

## D. Transport

### Describing mode of travel

Asking for and giving information about travel, e.g. How did you get here? Did you walk? I drove here. Where can I catch the bus? I came by train.

### Range of vocabulary could include:

*Travel, walk, cycle, bike, car, drive, run, bus, train, aeroplane, how, arrive, leave, time, meet, when, where (see also A. Meeting People).*



## E. Directions

### Giving and describing simple directions

Giving and describing directions, e.g. The ladies toilet is upstairs, left at the second door. The lift is on the right. Go to the fourth floor. Go upstairs/downstairs. Who do you want to see? You need to ask...

### Asking for directions

Where's the toilet? Where is David? How do I get to the café?

### Range of vocabulary could include:

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



## Level 1 Award in British Sign Language

Unit BSL101

# ASSESSMENT SPECIFICATION

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

Assessment for this unit will take the form of an exchange, or series of exchanges, between teacher and candidate. Teachers will devise activities to cover all the Learning Outcomes (see page 1) which will be recorded on the Candidate Assessment Record Form provided (see page 7).

Candidates will produce evidence which will show both productive and receptive skills for each item on the record. More than one item can be demonstrated in one activity.

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

At the discretion of the teacher-assessor, the assessment can be carried out either on a continuous basis over the length of the unit, or at the end. It is not necessary to assess all items, or all candidates, at the same time. If the assessment is recorded for External Quality Assurance purposes it should be **no more than five minutes**.

Assessment time is built into the 20 hours of learning time, and used at the teacher-assessor's discretion.

On completion of the assessment the teacher-assessor should follow Signature regulations for instructions on returning paperwork.

**The pass mark for the assessment is 85%**, i.e. 15/18. Refer to page 6 for the guidelines.



# GUIDELINES

The candidate can **use (Production)** and **recognise (Reception)** BSL in the following ways:

Assessment criteria:	Production achieved	Reception achieved
Greet/greeted in BSL	Candidate to welcome teacher.	Teacher to welcome candidate and candidate to acknowledge.
Fingerspell own name, receive others	Candidate to fingerspell own name.	Candidate to understand teacher fingerspelling name and repeat.
Ask to repeat, clarify if asked (in other ways, e.g. write down)	If this does not occur naturally, teacher needs to give a 'difficult' or unknown sign to allow candidate to seek repetition or clarification.	If this does not occur naturally, teacher needs to pretend not to understand and ask for repetition or clarification. Candidate must show understanding of this by repeating their last input.
3 question forms – use/recognise	Candidate must ask between 1 to 3 questions around personal information about others.	Teacher must ask between 1 to 3 questions around personal information about others.
	A total of 3 questions for this section are acceptable.	
Numbers 0-9 – use/recognise describing/confirming/asking about people, time, money, dates	At least 1 sign relating to numbers needs to be given by the candidate.	At least 1 sign relating to numbers signed by teacher and needs to be understood and acknowledged by candidate.
3 signs describing/asking about weather – use/recognise	Candidate must sign between 1 to 3 signs describing or asking about weather.	Teacher must sign between 1 to 3 signs describing or asking about weather. Candidate to acknowledge understanding.
	A total of 3 weather signs for this section are acceptable.	
Transport – describe/ask/recognise about car, bus, train, walking	Candidate must give at least 1 sign in relation to transport by describing or asking.	Teacher to sign at least 1 sign about transport. Candidate to acknowledge.
Ask/give/receive simple directions Must do both parts of → The directions criteria →	Candidate must ask for directions and acknowledge. Candidate to give directions.	Teacher must give directions. Teacher must ask for directions.
Taking leave – use/recognise signs	Candidate to take leave of teacher.	Teacher to end an interaction politely and candidate to acknowledge.



# CANDIDATE ASSESSMENT RECORD FORM

Centre: .....

Assessment ID: .....

Candidate name: .....

Candidate ID: .....

Assessment criteria	See Qualification Specification Unit 101 page 6	
	Production achieved	Reception achieved
The candidate can <b>use (Production)</b> and <b>recognise (Reception)</b> BSL in the following ways:		
Greet/greeted in BSL		
Fingerspell own name, receive others		
Ask to repeat, clarify if asked		
3 question forms – use/recognise		
Numbers 0-9 – use/recognise, describing/confirming/asking about people, time, money, dates		
3 signs describing/asking about weather – use/recognise		
Transport – describe/ask/recognise about car, bus, train, walking		
Ask/give/receive simple directions		
Taking leave – use/recognise signs		
<b>Number achieved (✓)</b>		

Total/Result		Pass	Fail
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(15 or more to pass)

I certify that the above assessments were carried out according to Signature regulations for this unit, and that no assistance was given to the candidates during the assessment(s).

I confirm that a total of 15 or more ticks in the productive and receptive requirements have been met.

Teacher-assessor name (please print): .....

Signed: .....

Date: .....

