

# Unit Specification

BSL103 – British Sign Language at School,  
College or Work

D/502/4521

**Signature**  
*excellence in communication  
with deaf people*

Sept 2009 – Aug 2010



---

## **Signature**

Mersey House  
Mandale Business Park  
Belmont  
Durham DH1 1TH

Telephone: 0191 383 1155  
Textphone: 0191 383 7915  
Fax: 0191 383 7914  
Email: [durham@signature.org.uk](mailto:durham@signature.org.uk)  
Website: [www.signature.org.uk](http://www.signature.org.uk)

© Signature May 2009

# UNIT SPECIFICATION

## Unit BSL103 – British Sign Language at School, College or Work

(QCF Unit Number: D/502/4521)

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

**\*Please note that examples and vocabulary provided in this unit refer to school, college, and work environments. Learners are expected to know and use BSL in relation to their own environment, i.e:**

- School pupils are not expected to know/use vocabulary relating to work.
- Adults are not expected to know/use the range of vocabulary relating to school, although they may need vocabulary for 'college' as well as work.

## Unit Summary

### Topics

### Learning Outcomes

#### A.

#### Getting Around

- Give, ask for and understand directions in a building.
- Describe places and buildings.

#### B.

#### Exchanging Information

- Give, ask for and understand information in relation to school, college or work.
- Give, ask for and understand information about people.

#### C.

#### Refreshments

- Give, ask for and understand information about refreshment breaks.

#### D.

#### Using Numbers

- Give, ask for and understand information in relation to time and calendar.



## Topic Content

### Giving directions in a building

#### A. Getting Around

Giving directions in a familiar building, e.g. The office is downstairs. Take the first left and it is on your right. The second classroom is on the right. The ladies' toilet is upstairs, down the corridor and the third door on your left.

### Asking for directions in a building

e.g. Do you know where the computer room is please? Is the workshop along here? Is the DIY department on the ground floor?

### Describing places/buildings

Giving descriptions of familiar places/buildings, e.g. This school has 3 floors and the classroom is on the first floor. The computer room has computers around 3 sides of the room and a whiteboard on the end wall.

### Range of vocabulary could include

*Work, office, shop, factory, school, college, lift, men's/women's toilet, classroom, door, window, gym, hallway/corridor, left, right, straight ahead, round corner, first floor.*

\*(see note at the top of Unit BSL103 page 1):

#### B. Exchanging Information

### Giving, asking and describing the environment

Giving and asking for information about school, college or where you work, e.g. Where do you work? How do you get there? I work at.... Which school do you go to? I go to....I go by car/bus/bike.

Giving and asking for information about school, college or work environment, e.g. Do you get paid monthly? I am applying for a job at.... My favourite subject is.... Do you get a lot of homework?

### Giving information about people

e.g. My sister is a teacher. My husband/wife works in an office. The head-teacher is a tall man. My manager is 40 years old.

### Asking for information about people

e.g. Where does your partner work? What is your boss like? How many pupils are there in your class? Do you have an interpreter for meetings?

### Range of vocabulary could include

*Job advert, apply, application form, interview, Access to Work, office, shop, factory, school, earn, pay, overtime, sick pay, pension, tax, school, classroom, subject, maths, English, teacher, homework, uniform, pocket money, report, desk, photocopier, till, counter, cashier, machine, calculator, phone, colleague, workmate, manager, meeting, administrator, cook, builder, painter, driver, cleaner, caretaker, head-teacher,, class, lesson, interpreter, policeman, nurse, doctor, dentist, retired, unemployed, student, self-employed, own business.*

\*(see note at the top of Unit BSL103 page 1):



## Topic Content

### Exchanging information about refreshment breaks

### Range of vocabulary could include

\*(see note at the top of Unit BSL103 page 1):

### Using local numbering systems

### In relation to telling the time

### Asking for and giving calendar information

### Range of vocabulary could include

\*(see note at the top of Unit BSL103 page 1):

## C. Refreshments

e.g. Let's break for coffee at 11.00 am. Would you like a cup of tea? What time is lunch? First lunch is at 12 o'clock. I'm taking a late lunch. Can we meet for a drink after school/college/work?

*Canteen, dining room/hall, café, breakfast, lunch, tea-break, hot/cold meal, pizza, curry, chips, salad, coke, orange juice, water, milk, sandwich, crisps, nuts, sweets, biscuit, cake, orange, banana, apple, drink, wine, beer, early, late, morning, afternoon, evening, now, before, past, o'clock, quarter-past, half-past, quarter-to.*

## D. Using Numbers

Count to 100, thousands, millions, e.g. There are 300 people in my school. I need 15 boxes of paper. How many packets of crisps are in that box? There are 33.

Giving and asking the time, e.g. I got up very early this morning, at 5.00 am. What time does this meeting finish? Let's meet in half an hour. What time is the next lesson?

Asking for and giving information about 'when', e.g. Do you work everyday? When are you back at school/work? I don't go to work on Thursdays. I went to work yesterday. Tomorrow is my day off. Term ends next week.

*How long have you been at this school/worked here? 1 year, 6 months, 3 weeks, early, late, overtime, every day, shift, now, before, start, finish, term, calculator, 1-100, hundred, thousand, million, half, quarter, hour.*



# LEARNING OUTCOMES

## Comprehension (Receptive Skills)

- Understanding – Can understand the teacher so that conversation (at this level) flows.
- Questions – Can answer questions correctly.
- Fingerspelling – Can read fingerspelling.

## Production (Signing Skills)

- Signing pace and flow – Can sign at appropriate pace and with adequate flow.
- Signing space – Can use signing space appropriately.
- Placement – Can use placement correctly.
- Non-manual features – Can use facial expressions correctly and appropriately.
- Grammar/structure – Can use BSL structure and order correctly.
- Vocabulary – Can use a wide range of vocabulary from the unit.
- Handshape and movement – Can produce signs with the correct handshape, location/position and direction/orientation.
- Fingerspelling – Can fingerspell correctly and appropriately.

## Conversation Skills

- Turn-taking – Can take turns appropriately in a conversation, using eye contact and eye gaze appropriately.

See page 6 Unit 103 Assessment Criteria for more information.



# ASSESSMENT SPECIFICATION

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

The teacher will conduct a 4-5 minute conversation with the candidate, on a title supplied by Signature. The conversation will allow candidates to show both productive and receptive skills covering the assessment criteria (see page 6). **All titles mentioned during the assessment must relate to school, college or work.**

The candidate will pick the title from a choice of 3 titles supplied by Signature (for example: My Boss/Teacher, My Favourite Subject/School/Work, My Building at School/College or Work).

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

## Assessment Procedure

- The teacher will escort the candidate to a chair or a spot to stand on.
- The teacher will check the camera and switch it on.
- The teacher will have a brief 'warm-up' with the candidate, i.e. How are you? Are you comfortable? This should be no longer than 10-20 seconds.
- The teacher will introduce themselves by giving their first name.
- The teacher will ask the candidate to fingerspell their full name and surname to the camera.
- The candidate will fingerspell their full name to the camera; this should be given fully and clearly. **This will not be marked.**
- The teacher will ask the candidate which title has been selected.
- The candidate will sign the title; this should be given fully and clearly. **This will not be marked.**
- The conversation will start. The time of the assessment also starts.
- The conversation should be **between 4-5 minutes** in length.
- The teacher will draw the conversation to a close at an appropriate time, at no less than 4 minutes and no more than 5 minutes.

## Notes

- Candidates will fail if the assessment is finished under 4 minutes.
- Assessments over 5 minutes will not be marked from 5 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 are using SSE (Sign Supported English).
- Marks will not be given if the candidate or the teacher use voice.
- There must be **no editing** of the recording of the candidate's performance.

**The pass mark for the assessment is 50%, i.e. 20/40.** Refer to page 6 for the assessment criteria.



# ASSESSMENT CRITERIA

Skills	Learning Outcomes	Assessment Criteria and Scores					
			Pts		Pts		Pts
Comprehension (candidate's receptive skills)	Understanding	Little or no evidence shown	0	Can understand teacher about half of the time	2	Understands teacher most of the time	4
	Questions		0	At least two questions answered correctly	2	Three or more questions answered correctly	4
	Fingerspelling		0	Teacher fingerspells word and candidate asks for one repetition then acknowledges by fingerspelling back	1	Candidate recognised fingerspelled word with no repetition and fingerspelled back	2
Production (candidate's signing skills)	Signing pace and flow		0	Candidate able to sign at correct pace and flow about half of the time	2	Candidate able to sign at correct pace and flow most of the time	4
	Signing space		0	Candidate able to use signing space correctly about half of the time	1	Candidate able to use signing space correctly most of the time	2
	Placement		0	Candidate used placement correctly about half of the time	1	Candidate used placement correctly most of the time	2
	Non-manual features		0	Candidate used non-manual features correctly about half of the time	2	Candidate used non-manual features correctly most of the time	4
	Grammar/structure		0	Candidate used BSL structure and order correctly about half of the time	2	Candidate used BSL structure and order correctly most of the time	4
	Vocabulary		0	Candidate used a limited range of vocabulary	3	Candidate used a wide range of vocabulary	6
	Handshape and movement		0	Candidate used handshape and movement correctly about half of the time	2	Used handshape and movement correctly most of the time	4
	Fingerspelling	0	Candidate fingerspelled at least one word correctly using the correct form of letter on hand(s)	1	Candidate fingerspelled at least two different words correctly using the correct form of letter on hand(s)	2	
Conversational skills	Turn-taking	0	Used turn-taking appropriately about half of the time	1	Used turn-taking appropriately most of the time	2	

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



# Level 1 Award in British Sign Language

Unit BSL103

## UNIT MARK SHEET

Unit: BSL103																					
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							
Receptive Skills	Understanding	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Questions	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Fingerspelling	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Productive Skills	Signing pace & flow	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Signing space	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
	Placement	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
	Non-manual features	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Grammar/structure	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Vocabulary	0		3	6	0		3	6	0		3	6	0		3	6	0		3	6
	Handshape & movement	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Fingerspelling	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Conversational	Turn-taking	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Total score																					
If zero score – tick correct reason	Off topic																				
	Under time																				
Other	Not assessed																				
Fingerspelling (Receptive)																					
Fingerspelling (Productive)																					

Assessor Signature .....

Assessor Name .....

Date .....



# APPENDIX – NOTES FOR TEACHERS

## A Brief Explanation of the Assessment Criteria for BSL102 and BSL103

### Comprehension – Candidate’s Receptive Skills

#### Understanding

The candidate is able to understand the teacher correctly and accurately with some clarification allowed.

#### Questions

The candidate is able to answer correctly 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.

### Production – Candidate’s Signing Skills

#### Signing pace and flow

The candidate is able to sign smoothly without being too slow or too fast, jerky, tense or pausing a lot.

#### Signing space

The candidate is able to sign within the signing space – not too big or too small.

#### Placement

The candidate is able to use placement which is done by placing or establishing signs in space. The candidate should be able to set up the placement of a sign in the space in front of them and then use their eye gaze and directional verbs to make references to this sign.

#### Non-manual features

The candidate is able to show facial expressions and feelings of emotion, i.e. happy, excited, sad, etc. Facial expressions include the head, face, eyes and eyebrows and are important in descriptions, emotions, question forms and negation.

#### Grammar/structure

The candidate is able to sign without the need to use English structure or Signed Supported English (SSE), i.e. ‘TREE BOY CLIMB’ – not ‘The boy climbed the tree.’



## Vocabulary

The candidate is able to use a wide range of vocabulary with little repetition of the vocabulary and signed in the right context. Vocabulary should be in BSL without any lapses into SSE. The vocabulary should be signed without making too many errors with the handshapes, and the fluency and movement of signing should be correct. Appropriate lip patterns should be used.

They should be able to use signs, instead of fingerspelling the sign. Fingerspelling short form letters such as BHM (Birmingham), TAX for Tax; is acceptable as part of vocabulary.

## Handshape and movement

The candidate is able to use correct handshape to show size and shape, i.e. thin book, thick book and is able to use enumeration and referents.

The candidate is also able to use correct movement within the handshapes.

## 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

P-E-T-E-R

J-A-N-E

D-A-V-I-D

### Items or brand name

S-O-N-Y

H-O-N-D-A

F-O-R-D

### Place

B-A-T-H

L-E-E-D-S

D-E-R-B-Y

Abbreviated fingerspelling, i.e. BHM for Birmingham or NC for Newcastle, will be accepted as part of the vocabulary but it will not be marked as part of fingerspelling reception nor production.

## Conversational Skills

### 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 without it being one-sided. The candidate also needs to use appropriate eye contact. Some clarification is allowed.

