

Signature

Qualification Specification

Level 2 Certificate in Irish Sign Language

500/6135/5

Sept 2019 – Aug 2020

QUALIFICATION SPECIFICATION

Signature Level 2 Certificate in Irish Sign Language (RQF)

(QAN: 500/6135/5)

(Signature Qualification Reference: ISL2)

Qualification aim

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

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

Qualification structure

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

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

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

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

Units ISL201, ISL202 and ISL203 are externally assessed by a Signature assessor.

The recommended study hours are shown below:

| Unit | Guided learning hours (GLH) | Additional study hours | Total learning time | Credit value at Level 2 |
|-------------|------------------------------------|-------------------------------|----------------------------|--------------------------------|
| ISL201 | 30 | 20 | 50 | 5 |
| ISL202 | 35 | 15 | 50 | 5 |
| ISL203 | 35 | 15 | 50 | 5 |

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

Total Qualification Time

| Guided learning hours (GLH) | Additional study hours | Total Qualification Time | Credit value at Level 2 |
|------------------------------------|-------------------------------|---------------------------------|--------------------------------|
| 100 | 50 | 150 | 15 |

Essential requirements

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

The qualification has four themes:

| | | | |
|----------------|--------------------------|----------|--|
| Theme 1 | Everyday Conversation | 30 hours | Mandatory (this theme must be done) |
| Theme 2 | Eating and Drinking | 35 hours | |
| Theme3 | Spending and Shopping | 35 hours | |
| Theme 4 | Travel and Holidays | 35 hours | |

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

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

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

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

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

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

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

Target group

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

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

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

Topic content

Theme 1 – Everyday Conversation (mandatory)

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

Suggestions could include:

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

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

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

Unit 202

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

Theme 2 – Eating & Drinking

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

Suggestions could include:

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

Theme 3 – Shopping & Spending

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

Suggestions could include:

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

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

Theme 4 – Travel and Holidays

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

Suggestions could include:

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

Progression routes

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

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

UNIT SPECIFICATION

Unit ISL201 – ISL Receptive Skills

(RQF Unit Number: Y/600/0230)

Unit summary

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

Learners can understand specific details from, and the general meaning of, a range of information presented in sign language. They can understand standard signing, delivered at normal speed, with facial expressions, body language, etc.

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

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

| Learning outcomes At the end of this unit of learning, the successful learner will: | Assessment criteria At the end of this unit of learning, the successful learner/candidate can: |
|---|---|
| 2. Be able to understand key grammatical features of everyday situations | 2.1 Recognise: <ul style="list-style-type: none"> a. question forms b. question tags c. negation d. affirmation |
| 3. Be able to understand questions related to a range of familiar everyday situations | 3.1 Understand and answer questions or enquiries correctly |

See glossary of terms for further explanation of assessment criteria.

ASSESSMENT SPECIFICATION

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

Candidates will be assessed on their understanding of a story presented in ISL on a DVD.

Learners should have some knowledge of regional variation in sign language, as the presenter on the DVD may not use the candidate's local signs.

The candidate will watch a DVD based on Theme 1 only, and will answer 12 questions with a choice of answers. The candidate will record their answers by ticking one box for each question on the assessment paper provided.

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

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

GUIDELINES

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

Order of signing on DVD:

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

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

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

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

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

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

Notes

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

CANDIDATE ASSESSMENT PAPER

Candidate name: Candidate ID No:

Date of Assessment: Assessment ID: DVD No:

Section 1

Question 1 A. B. C. D.

Question 2 A. B. C. D.

Question 3 A. B. C. D.

Section 2

Question 1 A. B. C. D.

Question 2 A. B. C. D.

Question 3 A. B. C. D.

Section 3

Question 1 A. B. C. D.

Question 2 A. B. C. D.

Question 3 A. B. C. D.

Section 4

Question 1 A. B. C. D.

Question 2 A. B. C. D.

Question 3 A. B. C. D.

UNIT SPECIFICATION

Unit ISL202 – ISL Productive Skills

(RQF Unit Number: D/600/0231)

Unit summary

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

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

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

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

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

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Unit ISL202

ASSESSMENT SPECIFICATION

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

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

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

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

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

Assessment procedure

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

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

Notes

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

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

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

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

| Assessment criteria | Points | | | | | |
|---------------------------|-----------------------------|-----|--|-----|--|-----|
| | | Pts | | Pts | | Pts |
| Clear meaning and context | Little or no evidence shown | 0 | Candidate's presentation is clear and within context about 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 three times | 2 | Candidate is able to use placements correctly at least four times and referents correctly at least four times. | 4 |
| Role shift | | 0 | Candidate has used one role shift correctly | 1 | Candidate has used at least two role shifts correctly on two 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 three different words correctly using the correct form of letter on hand(s) | 1 | Candidate has fingerspelled at least four different words correctly using the correct form of letter on hand(s) | 2 |
| ISL sign order* (E1) | | 0 | Candidate is able to use ISL sign order, with no English structure, about half the time | 2 | Candidate is able to use ISL sign order, with no English structure, most of the time | 4 |
| Non-manual features* (E2) | | 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: Please see Teacher and Student Support Pack on your portal for more guidance on how candidates can achieve the criteria.

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

UNIT MARK SHEET

| Unit: ISL202 | | | | | | | | | | | | | | | | |
|--|----------------------|------------------------------------|---|---|------------------------------------|---|---|------------------------------------|---|---|------------------------------------|---|---|------------------------------------|---|---|
| Assessment Number: | | | | | | | | | | | | | | | | |
| Skills | Assessment Criteria | (1 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 theme | | | | | | | | | | | | | | | |
| | Under time | | | | | | | | | | | | | | | |
| Other | Not assessed | | | | | | | | | | | | | | | |

Fingerspelling (Productive)

Assessor signature

Assessor name

UNIT SPECIFICATION

Unit ISL203 – ISL Conversational Skills

(RQF Unit Number: k/600/0233)

Unit summary

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

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

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

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

Level 2 Certificate in Irish Sign Language

Unit ISL203

ASSESSMENT SPECIFICATION

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

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

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

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

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

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

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

Assessment procedure

- The teacher will show candidate to a chair or a spot to stand on.
- The teacher will have a brief 'warm-up' with the candidate, i.e. How are you? Are you comfortable? This should be no longer than 10 – 20 seconds. This is not marked and not part of the assessment timing.
- The teacher will introduce self by fingerspelling their first name.
- The teacher will ask the candidate to fingerspell his/her name in full at the start of their assessment in order to identify themselves. This is not marked as part of the assessment and is not included in the assessment timing
- The teacher will ask the candidate which theme has been chosen.
- The candidate will sign the chosen **theme**, which should be given fully and clearly. This is not marked as part of the assessment and is not included in the assessment timing
- The conversation will start. **The time of the assessment also starts.**
- The conversation should be **between 6 – 7 minutes** in length.
- The teacher will end the conversation at an appropriate time at no less than six minutes and no more than seven minutes.

Notes

- ☐ Candidates will fail if the assessment is finished under six minutes.
- ☐ Candidates will fail if the assessment is off theme.
- ☐ Assessments over seven minutes will not be marked from seven minutes onwards.
- ☐ The conversation should focus mainly on the selected theme chosen, but it is acceptable for the conversation to include wider vocabulary from elsewhere in the specification.
- ☐ The teacher and candidate may interrupt, seek clarification or ask for repetition at any point during the conversation.
- ☐ Marks will not be given if the candidate or the teacher is using SSE (Signed Supported English).
- ☐ Marks will not be given if the candidate or the teacher uses voice.
- ☐ The recording of the candidates assessment must not be edited or changed in any way.

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

ASSESSMENT CRITERIA (6 minutes – 7 minutes)

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

| Skills | Assessment criteria | Points | | | | | |
|-----------------------|----------------------------|-----------------------------|-----|--|-----|---|-----|
| | | | Pts | | Pts | | Pts |
| Conversational Skills | Fluency of conversation | Little or no evidence shown | 0 | Candidate kept the conversation going about 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 | 1 | Understands teacher most of the time | 2 |
| | Questions | | 0 | Three 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 from the unit | 4 |
| | Questions | | 0 | Candidate asked three questions | 1 | Candidate asked at least four questions | 2 |
| | Fingerspelling | | 0 | Candidate fingerspelled three different words correctly using the correct form of letter on hand(s) | 1 | Candidate fingerspelled at least four different words correctly using the correct form of letter on hand(s) | 2 |
| | ISL sign order * (E1) | | 0 | Candidate is able to use ISL sign order, with no English structure, about half the time | 2 | Candidate is able to use ISL sign order, with no English structure, most of the time | 4 |
| | Non-manual features * (E2) | | 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: Please see Teacher and Student Support Pack on your portal for more guidance on how candidates can achieve the criteria.

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

UNIT MARK SHEET

Unit: ISL203

Assessment Number:

| Skills | Assessment Factors | (1 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 |
| Productive Skills | Fingerspelling | 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 |
| | Questions | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 |
| Essential Criteria | Fingerspelling | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 |
| | E1 – ISL sign order | 0 | 2 | 4 | 0 | 2 | 4 | 0 | 2 | 4 | 0 | 2 | 4 | 0 | 2 | 4 |
| | E2 - NMF | 0 | 2 | 4 | 0 | 2 | 4 | 0 | 2 | 4 | 0 | 2 | 4 | 0 | 2 | 4 |
| Total score | | | | | | | | | | | | | | | | |
| If zero score – tick correct reason | Off theme | | | | | | | | | | | | | | | |
| | Under time | | | | | | | | | | | | | | | |
| Other | Not assessed | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | Fingerspelling (Receptive) | | | | | | | | | | | | | | | |
| | Fingerspelling (Productive) | | | | | | | | | | | | | | | |

Assessor signature Assessor name Date

RESOURCE LIST

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

- Action Deafness Books - www.actiondeafnessbooks.org.uk/
- Signature's Homework DVDs – <http://shop.signature.org.uk/>



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