Qualification Specification

Level 3 Certificate in Irish Sign Language
601/1022/3

Sept 2019 – Aug 2020

QUALIFICATION SPECIFICATION

Signature Level 3 Certificate in Irish Sign Language (RQF)

(QAN: 601/1022/3)

(Signature Qualification Reference: ISL32)

Qualification aim

Level 3 Certificate in Irish Sign Language (ISL) caters for the learning needs of those who already have competence in ISL at Level 2. Successful learners must be able to demonstrate competence at Level 3 of the UK Occupational Language Standards (CILT, 2010). **This means that the learner will be able to understand and use varied ISL in a range of work and social situations**.

The learner will develop an advanced knowledge of the structure and function of Irish Sign Language and an understanding of the Deaf Community and Deaf Culture.

The assessment criteria for units ISL321 and ISL322 are taken from the UK Occupational Language Standards at Level 3 ('Varied' language use). They are equivalent to those for Modern Foreign Languages at AS and A2 level. The qualification is at Level 3 on the Qualification & Credit Framework (RQF), Advanced Level on the Language Ladder, and Level B2 on the Common European Framework. Application of these standards have been applied to the units within the qualification. **NB The knowledge and understanding element of the National Occupational Standards (NOS) are not formally assessed.** Assessment is through the assessment criteria. They do provide background information to help support the achievement of the assessment criteria detailed in each unit

The standards can be used to:

- describe good practice in particular areas of professional activity
- inform job descriptions and personal specifications
- design training courses and continuous professional development
- assess the skills of those who are qualified, e.g. for recruitment or appraisal purposes
- offer a framework for quality assurance

Qualification structure

The qualification is divided into three units each of which will be assessed separately. Although assessments can be taken straight after each unit has been taught, Signature suggests that **all** assessments are best taken at the end of the course when all teaching is complete.

Unit type	Signature unit code	RQF unit number	Unit title	Unit details
Mandatory	ISL320	R/505/4311	Sign Linguistics Knowledge	See Unit ISL320 Specification
Mandatory	ISL321	J/505/4323	Understand varied Irish Sign Language in a range of work and social situations	See Unit ISL321 Specification
Mandatory	ISL322	R/505/4325	Use varied Irish Sign Language in a range of work and social situations	See Unit ISL322 Specification

Qualification objectives

Successful completion of this qualification can be used as evidence of the language skills needed in order to be able to operate independently and at an advanced level in the target language. It is useful for those who work on a regular basis with Deaf people (for example social workers, teachers of the Deaf, communicators, voluntary workers, workers within Deaf organisations, schools, etc), those who aspire to work in these contexts, and those who wish to expand their knowledge and skills in Irish Sign Language.

Delivery and contact hours

Guided learning hours (GLH)

The Certificate has a credit value of 28 and 280 hours of learning in total. The recommended guided learning hours are 150 in total as shown in the table below. The guided learning hours of 150 hours is the time the learner is timetabled for face- to -face contact and should include:

- classroom based teaching
- individual or group tutorials
- feedback or observed practice

The recommended study hours are shown below:

Unit	Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 3
ISL320	20	20	40	4
ISL321	65	55	120	12
ISL322	65	55	120	12

Total Qualification Time

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value at Level 3
150	130	280	28

Essential requirements

In order to be entered for a course and assessment leading to this qualification, learners must be able to demonstrate competence in ISL at level 2. It is the responsibility of the centre to ensure that this requirement has been met before accepting a learner for this qualification. Learners should be assessed at their induction to demonstrate their skills.

This qualification is listed as appropriate for learners pre 16 and older.

Planning for programme delivery

Centres wishing to offer the Level 3 Certificate in Irish Sign Language will need to consider:

- the anticipated market
- support and guidance to meet individual learning needs
- the mode and delivery of the programme; structure and content
- overall resources and staffing requirements for planning and delivery
- procedures for ensuring review and revision in accordance with contemporary issues

Centre resources

Centres wishing to offer this qualification should ensure there are sufficient resources and expertise to support delivery of the programme. Taught sessions should be delivered in an

identified base room. A range of appropriate audio visual aids likely to be required for the sessions should be available. Centres must ensure that learners have access to resources that are appropriate for the Level 3 nature of this qualification. Centres may be visited by Signature at any time.

Centre Staffing

Centres should identify a suitable, qualified, programme manager and delivery team. The members of the delivery team who teach on behalf of the centre should have the following qualifications and experience:

- A recognised teaching qualification
- Level 4/Level 6 ISL or equivalent
- Level 1 Award in Deaf Awareness and Communication or equivalent
- Substantial teaching experience
- Fully conversant with issues in Deaf culture
- Knowledge of ISL linguistics and grammar

Support provided to learners during their course

Induction

As part of the induction process, learners should be given information about the course content, advice on the assessment methods for this qualification and information on reasonable adjustments. Candidates should also be given information on guided learning hours, ongoing support, information on tutorials and the range of teaching materials that will be available to support learning. All candidates should be assessed on their current ISL knowledge/skills prior to starting the course.

Progression Routes

On completion of this qualification, the learner may wish to the following qualifications:

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

UNIT SPECIFICATION

Unit ISL320 – Sign Linguistics Knowledge

(RQF Unit Number: R/505/4311)

Guided learning Hours	Additional study/practice	Total Learning Time	Credit value at level 3
20	20	40	4

Unit aim:

This unit is for learners who wish to develop their knowledge and skills in ISL Linguistics and Grammar. It will support the requirements described in the assessment criteria of units ISL321 and ISL322 and enable learners to apply their linguistic knowledge when undertaking those units.

Unit Summary:

The aim of this unit is for Learners to develop an understanding and competent use of the grammatical rules of ISL. It is recommended that learners will complete this unit on linguistics and be assessed on their linguistics and grammatical knowledge, prior to the assessment of units ISL321 and ISL322.

Learning outcomes	Assessment criteria
On completion of this unit, the leaner will:	On completion of this unit, the learner can:
1. Understand key features of ISL	1.1 Describe the difference between a spoken and signed language 1.2 Describe what is meant by established and productive lexicons 1.3 Describe the different types of ISL verbs 1.4 Give examples of the different sign types
2. Know a range of sign language sentence structures, applying signs and set phrases in varied work or social situations	2.1 Describe the features used in negation 2.2 Describe the types of ISL question forms 2.3 Define classifiers and describe how they function 2.4 Give examples of connectors that link and complete sentences.
3. Understand a range of ISL structures, facial expressions, mouth patterns and use of space to express meaning	3.1 Explain the difference between formal and informal registers when addressing: a. different audiences and different topics of conversation b. the difference between signing to adults and signing to children 3.2 Explain the types and meaning of signing space and how they contribute to the meaning of words or statements 3.3 Describe how the following can contribute to the meaning of words or statements: a. mouth patterns b. facial expression c. eye contact 3.4 Give examples of gestures used in English and ISL

This unit will cover the following:

- classifiers/proforms
- location
- question forms
- negation
- affirmation
- non-manual features
- time and aspect
- directional verbs
- syntax
- role shift
- mouth patterns
- conditional sentences
- intensifiers
- possessives
- compounds
- connectors
- fingerspelled signs and patterns

ASSESSMENT SPECIFICATION

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

Assessment for this unit will take the form of a 45 minute written question paper based on the content of this unit.

The assessment will be externally marked by Signature.

Through reasonable adjustment requests, arrangements may be made for candidates to access this assessment through ISL.

The pass mark is 75%.

UNIT SPECIFICATION

Unit ISL321 – Understand varied Irish Sign Language in a range of work and social situations

(RQF Unit Number: J/505/4323)

Guided learning Hours	Additional study/practice	Total Learning Time	Credit value at level 3
65	55	120	12

Unit aim

The aim of the unit is to enable learners to understand varied ISL in a range of work **and** social situations.

Unit Summary

By the end of this unit the learner can follow conversations and discussions delivered at normal speed on a range of topics in different work and social situations (including one to one interaction, group discussions and presentations). Learners can take part in straightforward social interaction as well as following uncomplicated negotiations, discussions and instructions within their area of work. The learner can understand straightforward news items, interviews and documentaries. If appropriate, they can deal with straightforward telephone or video calls or web-based live communications.

Receptive skills

Note:

The natural context for using Irish Sign Language (ISL) is through communication e.g conversations, discussions, and presentations. The best approach to teaching is to work through ISL321 and ISL322 at the same time, covering receptive and productive linguistic content together.

Learners should receive the appropriate amount of teaching before taking the assessment. Learners will be expected to attend classroom based learning and teachers should provide a

range of group activities. Teachers are also expected to include one to one tutorials and feedback. Ideally, learners should interact with ISL users in a variety of real life situations and are also expected to pursue a course of private study in addition to the above.

Learning outcomes	Assessment criteria
On completion of this unit, the leaner will:	On completion of this unit, the learner can:
1. Understand social interaction	1.1 Recognise from conversations and discussions delivered clearly and at normal speed on a range of topics in different social and work situations: a. introductions b. greetings c. thanks d. apologies e. leave-taking 1.2 Distinguish opinions from facts 1.3 Recognise the time-frame of signed accounts – whether past, present, future, conditional 1.4 Recognise most common variations in signing style and articulation 1.5 Distinguish between signs used in formal and informal situations 1.6 Follow everyday signed and other non-verbal polite conventions
2. Understand signed communication in a range of familiar work and social situations	2.1 Follow, from sign language containing varied vocabulary and sentence structures: a. questions or enquiries b. needs c. feelings d. humour e. instructions or advice – recognising their urgency or priority.

	2.2 the general meaning of presentations or discussions
	2.3 specific details from everyday accounts
3. Understand a broad range of vocabulary	3.1 Recognise: a. a broad general vocabulary b. key work/social related terms c. connectors (signs, enumerators, pauses, changes in facial expression) d. terms for discussing numerical data (e.g. fractions, statistics, all numbers)
4. Understand a range of grammatical forms	4.1 Recognise: a. major verb forms (and ways of expressing past, present, future, conditional) b. negatives c. formal and informal ways of expressing permission and obligation, these are part of modal d. standard question forms

Topics:

1. Home Life
2. Social/Recreational Activities
3. Education and Training
4. Employment
5. Consumer Issues and Daily Living
6. Deaf History and Culture

Knowledge and understanding

Knowledge and understanding are not assessed separately. It is done through the achievement of the assessment criteria.

At level 3, the learner will be able to demonstrate K1–K10 shown below:

- understand varied vocabulary and sentence structures
- language which is signed clearly at normal speed
- in a range of work and social situations.

K1 Understand a range of introductions, greetings, thanks, apologies and leave taking.

K2 Understand a range of signed and other non-verbal cultural conventions.

K3 Distinguish between formal and informal language.

K4 Understand enquiries or requests.

K5 Identify some relevant details and the general meaning of presentations, discussions and conversations.

K6 Accurately identify whether events mentioned are in the past, present, future, or could happen in certain circumstances.

K7 Understand opinions and distinguish them from fact.

K8 Follow instructions and advice, understanding their priority and urgency.

K9 Understand different ways to express feelings, needs, preferences and humour.

K10 Recognise most common variations in articulation/regional forms.

ASSESSMENT SPECIFICATION

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

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

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

The candidates will watch a DVD for this assessment relating to work or social issues, including relevant deaf issues. The candidates will write their answers on assessment papers 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%

Guidelines

- The candidate will watch the full 10-12 minute conversation first (Section 1 and Section 2).

- They will then see Section 1 Questions 1-6 twice but will not answer them yet.

- The candidate will then watch Section 1 of the conversation (5-6 minutes).

- They will then see questions 1-6 twice. Candidates will have 2-4 minutes between each question to write down their answer on the assessment paper. Please note the length of time to answer varies for each question depending on the complexity.

- The candidate will then see Section 2 Questions 7-12 twice but will not answer them yet.

- The candidate will then watch Section 2 of the conversation (5-6 minutes).

- They will then see questions 7-12 twice. They will have 2-4 minutes between each question to write down their answer on the assessment paper. Please note the length of time to answer varies for each question depending on the complexity.

Notes

- Candidates can make notes throughout this assessment, but should take care that note-taking does not distract them from watching the DVD. **Note sheets are part of the assessment paper and must be returned to Signature with assessment materials.**

- The DVD **must** be returned to Signature with assessment papers **and any notes sheets made by candidates.**

UNIT SPECIFICATION

Unit ISL322 – Use varied Irish Sign Language in a range of work and social situations

(RQF Unit Number: R/505/4325)

Guided Learning Hours	Additional Study/Practice	Total Learning Time	Credit Value at Level 3
65	55	120	12

Unit aim

The aim of the unit is to enable learners to use varied ISL in a range of work **and** social situations.

Unit Summary

By the end of this unit the learner can contribute ISL in a range of work-related and social situations (including one to ones, group discussions and presentations) and have a good vocabulary which they can adapt to get straightforward messages across. The learner can keep the conversation going fairly smoothly within familiar areas, but may have difficulty expressing complex or abstract ideas. When the learner does not have the vocabulary, or the other person does not understand, they can generally find alternative ways to explain.

Productive skills

Note:

The natural context for using Irish Sign Language (ISL) is in communication e.g. conversations, discussions, and presentation. The best approach to teaching is to work through ISL321 and ISL322 at the same time, covering receptive and productive linguistic content together.

Learners should receive the appropriate amount of teaching before taking the assessment. Learners will be expected to attend classroom based learning and teachers should provide a range of group activities. Teachers are also expected to include one to one tutorials and

feedback. Ideally, learners should interact with ISL users in a variety of real life situations and are also expected to pursue a course of private study in addition to the above.

Learning outcomes On completion of this unit, the learner will:	Assessment criteria On completion of this unit, the learner can:
1. Maintain social contact with a ISL user	1.1 Use appropriate phrases for: a. initiating a conversation b. thanking c. leave-taking 1.2 Adapt signing style for formal and informal situations 1.3 Use a range of signed and other non-verbal cultural conventions 1.4 Use strategies to keep a conversation going: a. show whether he/she is following a conversation b. ask for repetition or clarification
2. Use varied ISL to communicate in a range of social and work-related situations	2.1 Adapt a range of expressions and grammatical structures to express: a. advice, suggestions, instructions b. a range of feelings c. opinions, beliefs 2.2 Maintain accuracy and fluency in familiar situations 2.3 Use accurate articulation and stress
3. Be able to use a broad range of vocabulary	3.1 Use: a. a broad general vocabulary b. key work/social related terms c. connectors (signs, enumerators, pauses, changes in facial expression) d. pronouns e. expressions to identify or discuss numerical data (e.g fractions, statistics, all numbers)

4. Be able to use a range of grammatical forms	4.1	Use ISL Sign Order
	4.2	Use varied grammatical forms, positive and negative, to express:
	a.	past
	b.	present
	c.	future
	d.	conditional
	4.3	Express modal verbs (can, must, want, should)
	4.4	Use standard question forms
5. Be able to use reference sources	5.1	Use language reference sources effectively to clarify and confirm meaning of signs in varied usage

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Topics

1. Home Life
2. Social/Recreational Activities
3. Education and Training
4. Employment
5. Consumer Issues and Daily Living
6. Deaf History and Culture

Knowledge and understanding

Knowledge and understanding is not assessed separately. It is done through achievement of the assessment criteria

At Level 3, the learner will be able to demonstrate K1–K13 shown below:

- clearly
- in a range of work and social situations (one to ones; groups and presenting information)
- using and adapting a range of expressions and grammatical structures.

K1 Initiate and maintain social contact.

K2 Adapt your choice and style of language for formal and informal situations, using suitable signed and other non verbal conventions.

K3 Respond appropriately to questions and comments.

K4 Contribute to discussions on familiar subjects.

K5 Provide detailed information or explanations about past, present and future events.

K6 Make suggestions and give instructions or advice.

K7 Make requests or enquiries.

K8 Express feelings, opinions and beliefs.

K9 Find alternative ways to explain when needed.

K10 Show whether you are following a conversation, and check you are being understood.

K11 Ask for repetition or explanation.

K12 Maintain accuracy and fluency in familiar situations.

K13 Use accurate articulation and stress.

ASSESSMENT SPECIFICATION

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

The assessment for this unit is split into two parts. **Each candidate should complete Part A and continue immediately onto Part B, before the next candidate begins their assessment:**

Part A = 8-10 minute presentation by the candidate

Part B = 10-12 minute conversation between the teacher and candidate

Both parts of the assessment will focus on a topic provided in advance, by Signature. Three topics will be selected at random by Signature (for example; Home Life, Social/Recreational Activities, Education and Training) and will be given to the centre. The centre will then give these three topics to the candidate, four weeks before the date of the assessment. The candidate will choose one of the topics supplied by Signature and prepare for their assessment.

Both the candidate and the teacher should prepare for the assessment together to make sure that the assessment criteria is covered during the presentation (Part A) and the conversation (Part B).

All discussion topics should have an emphasis on Deaf related issues.

The whole assessment (Part A and Part B) must be recorded and sent to an external Signature assessor. Both parts will be marked together and candidates must pass both parts to achieve this unit.

The pass mark for the assessment is 50%, i.e. 34/68. In addition, Essential Criteria E1, E2 and E3 - two or more points must be achieved for each of these to pass this unit, regardless of the total number of points achieved.

Guidelines

Each candidate should complete Part A and continue immediately onto Part B, before the next candidate begins their assessment:

Part A: Presentation

By covering the assessment criteria, the candidate will show understanding of the following, when expressed in ISL:

- Information and personal opinion.
- Arguments in support of own views.

We recommend that the presentation includes the following structure. However, candidates will not be marked on the structure of the presentation; only the ISL content.

- Introduction
- Source of material
- Analysis of findings
- Conclusions
- References

Candidates are encouraged to use visual aids but these may not take up an undue amount of time allowed for the assessment and not be the main focus of the assessment.

- **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 their name to the camera, at the right angle so that the external assessor can clearly see the candidates ISL features. **This will not be marked.**
- The candidate must sign their chosen topic, which should be given fully and clearly. **This will not be marked**.

- The candidate will then sign their presentation in ISL to the teacher. **This is when the time of the assessment also starts**.
- The presentation should be **between 8-10 minutes** in length.
- If the candidate is struggling with their presentation, the teacher may prompt the candidate to help them to keep the presentation flowing. The teacher must not help them with their0 signing but can comment on or ask a question related to the topic. The teacher can prompt the candidate **twice** during the presentation, if necessary**. External assessors will notify Signature of any centre that demonstrates excessive prompting and the candidate will be marked as not assessed.**

Notes

- Candidates will fail their assessment if their presentation is under eight minutes in length.
- Candidates will fail their assessment if their presentation is off topic.
- Candidates will fail their assessment if the teacher is not fully in the viewing frame of the camera.
- Candidates will fail their assessment if their language use is not accurate and/or fluent.
- Assessments over ten minutes will not be marked from ten minutes onwards.
- Marks will not be given if the candidate is using SSE (Signed Supported English).

Part B: Conversation

The conversation will allow candidates to achieve any assessment criteria not covered in their presentation.

- The candidate will start the conversation based on their presentation.
- **This is when the time of the assessment also starts**.
- The conversation should be **between 10-12 minutes** in length.
- The teacher will end the conversation at an appropriate time at **no less than ten minutes and no more than twelve minutes.**
- The conversation should focus mainly on the selected topic 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.

Notes

- Candidates will fail their assessment if their conversation is under ten minutes in length.
- Candidates will fail their assessment if the conversation is off topic.
- Candidates will fail their assessment if their language use is not accurate and/or fluent.
- Assessments over twelve minutes will not be marked from twelve minutes onwards.
- Marks will not be given if the candidate is using SSE (Signed Supported English).
- Teachers must use ISL **not** SSE (Sign Supported English) throughout the assessment.

UNIT MARK SHEET

Unit ISL322										
Assessment Number:										

Skills	Assessment Criteria	1st Candidates Name			2nd Candidates Name			3rd Candidates Name		
		Marks			**Marks**			**Marks**		
Productive Skills Part A & B The learner is able to understand and demonstrate:	A range of topics in work and social settings, introductions, greetings, thanks, leave taking	0	2	4	0	2	4	0	2	4
	Adaptation of signing style to formal and informal situations	0	2	4	0	2	4	0	2	4
	A range of ways to maintain a conversation or discussion in correct sequence	0	2	4	0	2	4	0	2	4
	How to give advice, suggestions, instructions	0	2	4	0	2	4	0	2	4
	How to express a range of feelings	0	2	4	0	2	4	0	2	4
	How to express a range of beliefs or opinions	0	2	4	0	2	4	0	2	4
	A range of ways to link ideas and help clarification and fluency	0	2	4	0	2	4	0	2	4
	How to use classifiers	0	2	4	0	2	4	0	2	4
	A broad general vocabulary and key work related terms in everyday and work use	0	2	4	0	2	4	0	2	4
	Numerical terms, all numbers, fractions, statistics age sign etc and how to present them in ISL	0	2	4	0	2	4	0	2	4
	How to express the past, present, future and conditional using positive and negative forms and using a variety of non manual features and facial expressions	0	2	4	0	2	4	0	2	4
	How can, must, should, would, want are expressed in ISL	0	2	4	0	2	4	0	2	4
	Common question forms and common grammatical structures	0	2	4	0	2	4	0	2	4
	Reference sources of specific signs and meanings	0	2	4	0	2	4	0	2	4
Essential Criteria	E1 - Clear ISL meaning and sign order	0	2	4	0	2	4	0	2	4
	E2 - Key non- verbal conventions (NMF)	0	2	4	0	2	4	0	2	4
	E3 - Use of space, referents and placements	0	2	4	0	2	4	0	2	4
Total Score										
If Zero Score -Tick correct reason	Off Theme									
	Under Time									
Other										

Assessors signature…………………………………………… Assessor name……………………………………………..

* Essential criteria (E1 E2 and E3) - two or more points **must** be achieved for **each** of these to pass this unit, regardless of the total number of points achieve

E3 is not specific in any one Assessment Criteria, however it is part of several Assessment Criteria and is an essential part of ISL at Level 3. It should be demonstrated throughout the presentation/conversation. Failure to demonstrate the requirements asked for in E3 does not show sufficient understanding of ISL at this Level. Note: Please see Teacher Notes on our website for an explanation of the assessment criteria and other useful information.

Level 3 Certificate in Irish Sign Language
Unit ISL322

ASSESSMENT CRITERIA (PRODUCTIVE SKILLS) (Part A 8-10 minutes) (Part B 10 -12 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
Range of topics & social settings (introductions, thanking, leave taking)	Little or no evidence shown	0	Candidate used **two** forms of address correctly	2	Candidate used **all three** forms of address correctly	4
Adaptation of signing style to formal and informal situations		0	Candidate used the **same** signing style for Part A and Part B	2	Candidate used **both** signing styles **-** one for Part A and one for Part B	4
Range of ways to maintain a conversation or discussion in correct sequence		0	Candidate has shown **fair** use of conversational skills including interruptions, clarification, follow ups	2	Candidate has shown **good** use of conversational skills including interruptions, clarification, follow ups	4
How to give advice, suggestions or instructions		0	Candidate signed **one** set of advice, suggestions or instructions correctly	2	Candidate signed **at least two** sets of advice, suggestions or instructions correctly	4

How to express a range of feelings	0	Candidate signed **two** feelings correctly	2	Candidate signed **a wide range** of feelings correctly	4
How to express a range of beliefs or opinions	0	Candidate signed **one** belief or opinion correctly	2	Candidate signed **at least two** beliefs or opinions correctly	4
A range of ways to link ideas and help clarification and fluency	0	Candidate is able to link language **reasonably** throughout with **fair** pace and flow	2	Candidate has shown **good** structures in linking language throughout with **good** pace and flow	4
How to use classifiers	0	Candidate has shown **fair** use of handshapes including location, position, direction and orientation.	2	Candidate has shown **good and clear** use of handshapes including location, position, direction and orientation.	4
A broad general vocabulary and key work related terms in everyday and work use	0	Candidate has shown a **limited** range of vocabulary correctly	2	Candidate has shown a **good** range of vocabulary correctly	4
Numerical terms for all numbers, fractions, statistics etc and how to present them in ISL	0	Candidate has used **two** numerical terms correctly	2	Candidate has used at least **four** numerical terms correctly	4
How to express past, present, future, conditional using positive and negative forms and using a variety of NMF	0	Candidate has used **two different** forms of past, present, future and conditional, using either positive or negative forms correctly	2	Candidate has used **all timelines** including past, present, future and conditional, using either positive or negative forms correctly	4

		0		2		4
How, can, must, should, would, want etc expressed in ISL		0	Candidate has used **two** different modal verbs correctly	2	Candidate has used **a good range** of modal verbs correctly	4
Common question forms and grammatical structures		0	Candidate asked **three** questions correctly and in ISL order	2	Candidate asked at least **four** questions correctly and in ISL order	4
Reference sources of specific signs and meanings		0	Candidate was able to show how research had been completed for **one** vocabulary sign/topic	2	Candidate was able to show how research had been completed for at least **three** vocabulary signs/topics	4
Clear ISL meaning and sign order* (E1)		0	Candidate has shown **fair** use of ISL sign order/meaning throughout	2	Candidate has shown **good** use of ISL sign order/meaning throughout	4
Key non-verbal conventions (NMF)* (E2)		0	Candidate has shown **fair** use of key non-verbal conventions and NMF throughout	2	Candidate has shown **good and correct** use of key non-verbal conventions and NMF throughout	4
Use of space, referents and placements * (E3)		0	Candidate used signing space, pronouns, placements and referents correctly for at least **half the time**	2	Candidate used signing space, pronouns, placements and referents correctly **most of the time**	4

* Essential criteria (E1 E2 and E3) - two or more points **must** be achieved for **each** of these to pass this unit, regardless of the total number of points achieved.

E3 is not specific in any one Assessment Criteria, however it is part of several Assessment Criteria and is an essential part of ISL at Level 3. It should be demonstrated throughout the presentation/conversation. Failure to demonstrate the requirements asked for in E3 does not show sufficient understanding of ISL at this Level.

Note: Please see Teacher and Student Support Pack on your portal for an explanation of the criteria and other useful information
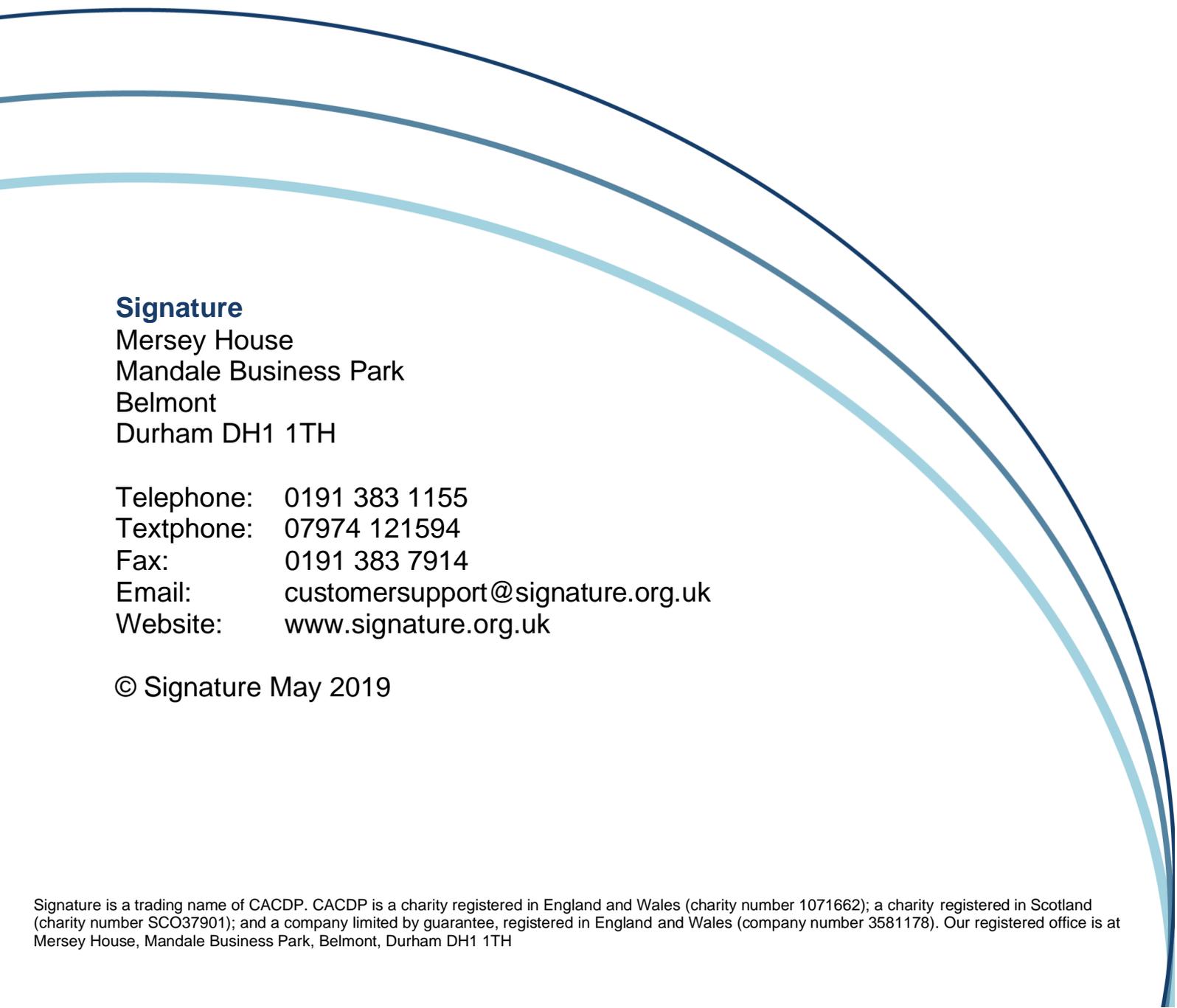
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