

Unit Specification

ISL102 – Conversational Irish
Sign Language

L/504/0763

Sept 2016 – Aug 2017

UNIT SPECIFICATION

Unit ISL102 – Conversational Irish Sign Language

(RQF Unit Number: L/504/0763)

Unit summary

This unit allows the learner to show both productive and receptive skills, and understand a range of topics. It allows the learner to demonstrate that they can use a limited range of signs and handle simple exchanges.

The recommended guided learning hours are 22 hours as shown below:

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

Learning outcomes	Assessment criteria
At the end of this unit, the successful learner will:	At the end of this unit, the successful learner can:
1. Be able to understand signed communication in a given range of topics	1.1 Demonstrate understanding so conversation (at this level) flows 1.2 Answer questions correctly 1.3 Understand fingerspelling and spell back
2. Use ISL to communicate in a given range of topics	2.1 Sign at appropriate pace and flow 2.2 Use signing space correctly 2.3 Use facial expressions correctly and appropriately 2.4 Use placement correctly 2.5 Use ISL structure and order correctly 2.6 Use a range of vocabulary on: a. Describing people, animals and objects b. Using numbers c. Interests and activities

Learning outcomes	Assessment criteria
At the end of this unit, the successful learner will:	At the end of this unit, the successful learner can:
	d. Food and Drink 2.7 Produce signs with the correct hand shape, location/position and direction/orientation 2.8 Fingerspell correctly and appropriately
3. Be able to maintain a basic social conversation in ISL	3.1 Take turns in a conversation, using eye contact and eye gaze

Topics

1. Describing people, animals and objects

- Give, ask for and understand information about people, animals and objects:
 - size, colour and shape
 - location.

2. Using numbers

- Give, ask for and understand information about age, time, money and calendar.

3. Interests and activities

- Give, ask for and understand information about interests and activities of self and others.

4. Food and drink

- Give, ask for and understand information about food and drink

Topic content

1. Describing people, animals and objects

Describing people	Describing people, e.g. Sue is tall and slim. Jayne has red, curly hair. John is short and wears glasses.
Giving and receiving information about people	Giving information about people. Descriptions of people could include family and/or friends e.g. I have three brothers and two sisters. My son/daughter is still at school. Do you have a family? Are your children young/older?
Describing animals	Describing pets, e.g. My dog is small, has long ears and a brown and white curly coat. What is your (pet) like? The rabbit is big and fluffy.
Describing objects/furniture	Describing objects in a room, e.g. The box is big and green. What is it like?
Locations	Describing where specific things are located, e.g. Do you know where Sue is? The black cat with a white ear, have you seen it? Where's my ball? The book is on the top shelf on the right. The table is against the wall on the left side of the room. My blue bike is in the shed.
Range of vocabulary could include:	<i>Family, mother, father, parent(s), grandma, granddad, son, daughter, baby, brother, sister, child(ren), friend, boyfriend, girlfriend, old, young, fair, dark, redhead, curly, straight, bald, beard, moustache, tall, short, fat, slim, thin, red, blue, green, yellow, coat, jacket, trousers, jeans, skirt, dress, shorts, shoes, dog, cat, rabbit, goldfish, chair, desk, shelf, cupboard, computer, bed, sofa, TV, DVD, video, picture, room, door, window, kitchen, living room, bedroom, bathroom, garden, garage, car, bike, ball, toy, left, right, school.</i>

2. Using numbers

Using local numbering systems

Count to 100 according to the learner's area of learning.

Age

Giving information about and asking about age, e.g. I have two brothers; one is 16 and the other 18. I am the oldest in my family. How old are your children/your parents? Are you the youngest?

Telling the time

Giving and asking the time, e.g. I'll meet you at 7pm. I'll be home at 6.30 pm.

Money

Ask for and give information in relation to money, e.g. How much is that? It is £25. It was cheap/expensive. 25p please.

Calendar information

Giving and asking for information about 'when', e.g. On Tuesdays, I go to the cinema. I visit my sister every year. When are you going out for a meal? When is your birthday?

Range of vocabulary could include:

Young, youngest, old, oldest, birthday, 21 years old, early, late, morning, afternoon, evening, night, day, week, bedtime, now, before, past, future, o'clock, quarter-past, half-past, quarter-to, pounds and pence, change, how much?, cash, cheque, credit card, expensive, cheap, day, night, week, month, year, weekend, today, tomorrow, yesterday, every, weekly, regularly, next, last, what time we/you/they meet, leave when, arrive, late, early, January – December, days of the week.

3. Interests and activities

Describing interests and activities in the home

Giving and asking about activities carried out by you and/or people you know in your home, e.g. My father likes gardening. I play the piano. My husband/wife washes the car every Sunday. Do you like computer games?

Describing day-to-day activities of self and others Giving and asking for information about interests and activities carried out by you and people you know, e.g. I like shopping/keeping fit/fishing. What are you interested in? My brother takes his children to the youth club every Friday. My partner has started a keep-fit class. My friend goes on camping holidays every year.

Range of vocabulary could include: *Interest, hobby, sport, football, jogging, keep-fit, cycling, gardening, holiday, day-trip, seaside, beach, cinema, deaf club, eat-out, pub, youth club, night club, meeting, shopping, cooking, DIY, computer games.*

In addition, individuals may wish to learn other vocabulary in order to describe their own particular interests. Please note that it is not expected that all candidates should know the signs for the activities in the following list:

Tennis, golf, skiing, swimming, fishing, sailing, climbing, walking, camping, mountains, theatre, drama, museum, night-class, boy scouts, brownies, girl guides, knitting, sewing.

4. Food and drink

Sharing information about food and drink Favourite food and drink, food and drink at home, lunch breaks, special meals (i.e. birthday cake), e.g. Would you like a cup of tea? My friend made me a chocolate cake for my birthday. I bought a sandwich from the cafe. Can we meet for a drink after work/school? My favourite food is fish and chips.

Range of vocabulary could include: *Restaurant, café, breakfast, canteen, dining room, 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, takeaway, Chinese (food), Indian (food), Italian (food), fish and chips.*

Note: Teachers using the examples and vocabulary provided in this unit will teach the appropriate sign equivalents.

ASSESSMENT SPECIFICATION

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

The teacher will have 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 8).

The candidate will pick the title from a choice of three supplied by Signature (for example: Describing People, My Pet, or My Favourite Interest).

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

Assessment procedure

- The teacher will show 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 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 end the conversation at an appropriate time, at no less than four minutes and no more than five minutes.

Notes

- Candidates will fail if the assessment is finished under four minutes.
- Assessments over five minutes will not be marked from five 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, ask for clarification or repetition at any point during the conversation.
- Marks will not be given if the candidate or the teacher uses SSE (Sign Supported English).
- Marks will not be given if the candidate or the teacher uses voice.
- The recording of the candidate's assessment must not be edited/changed in any way.

The pass mark for the assessment is 50%, i.e. 20/40. Refer to page 8 for the assessment criteria.

Assessment Timetable

This is a suggestion of a timetable that a centre could use. However, centres may devise timetables different to the one below.

Names	Waiting Room (Arrive at the room and check spelling of name on AAF and sign the form)	Preparation Room (to practise the selected title) Minimum: 5 minutes	Assessment Room (to be collected by the teacher and have the assessment)
Ann Apple	09.50	10.00 – 10.05	10.05 – 10.15
David Smith	10.00	10.10 – 10.15	10.15 – 10.25
Sarah Watt	10.10	10.20 – 10.25	10.25 – 10.35
Daniel Booth	10.20	10.30 – 10.35	10.35 – 10.45

NOTE: For a large number of candidates, it is suggested that the teacher take appropriate breaks.

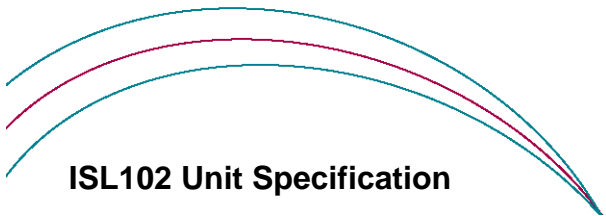
ASSESSMENT CRITERIA

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

Skills	Assessment Criteria	Points					
		Pts		Pts		Pts	
Comprehension (candidate's receptive skills)	Understanding	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 ISL structure and order correctly about half of the time	2	Candidate used ISL 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	

Little or no evidence shown

Note: Please see the Teacher Notes on our website for more information on the assessment criteria.



UNIT MARK SHEET

Unit: ISL102																					
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			
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
Total score																					
If zero score – tick correct reason	Off topic																				
	Under time																				
Other	Not assessed																				
Fingerspelling (Receptive)																					
Fingerspelling (Productive)																					

Assessor signature

Assessor name

Date



Signature

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