

Unit Specification

BSL322 – Use varied British Sign Language in a range of work and social situations

D/505/4117

Sept 2018 – Aug 2019

UNIT SPECIFICATION

Unit BSL322 – Use varied British Sign Language in a range of work and social situations

(RQF Unit Number: D/505/4117)

| 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 BSL in a range of work **and** social situations.

Unit Summary

By the end of this unit the learner can contribute BSL 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 British Sign Language (BSL) is in communication e.g. conversations, discussions, and presentation. The best approach to teaching is to work through BSL321 and BSL322 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 BSL 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 BSL user | 1.1 Use appropriate phrases for: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> a. show whether he/she is following a conversation b. ask for repetition or clarification |
| 2. Use varied BSL to communicate in a range of social and work-related situations | 2.1 Adapt a range of expressions and grammatical structures to express: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 BSL 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 |

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 BSL:

- 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 BSL 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 BSL 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 BSL 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 BSL 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 their 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 BSL **not** SSE (Sign Supported English) throughout the assessment.

Level 3 Certificate in British Sign Language

Unit BSL322

UNIT MARK SHEET

| Unit BSL322 | | | | | | | | | | | | | | | | |
|--|--|---------------------|--|---|---|---------------------|---|--|---|---------------------|--|---|--|---|---|--|
| 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 BSL | 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 BSL | 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 BSL 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 BSL 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 BSL at this Level. Note: Please see Teacher and Student Support Pack on your portal for an explanation of the criteria and other useful information.

Level 3 Certificate in British Sign Language

Unit BSL322

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 BSL | 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 |

| | | | | | |
|---|---|--|---|--|---|
| How, can, must, should, would, want etc expressed in BSL | 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 BSL order | 2 | Candidate asked at least four questions correctly and in BSL 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 BSL meaning and sign order* (E1) | 0 | Candidate has shown fair use of BSL sign order/meaning throughout | 2 | Candidate has shown good use of BSL 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.

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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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