

# Unit Specification

BSL422 – Use extended British  
Sign Language in a range of work and  
social situations

L/506/3833

Sept 2018 – Aug 2019

# UNIT SPECIFICATION

## Unit BSL422 – Use extended British Sign Language in a range of work and social situations

(RQF Unit Number: L/506/3833)

Guided Learning Hours	Additional Study/Practice	Total Learning Time	Credit Value at Level 4
70	50	120	12

### Unit aim

The aim of the unit is to enable learners to use extended British Sign Language in a range of work **and** social situations.

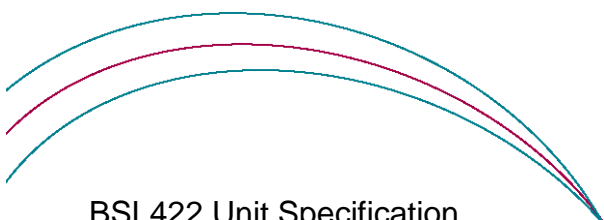
### Unit Summary

By the end of this unit the learner can use BSL confidently 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 more detailed messages across. The learner can keep the conversation going smoothly within familiar areas, and some unpredictable areas, but not always with complete accuracy. If appropriate, they can make non-routine telephone or video calls or web-based live communications.

### Productive skills

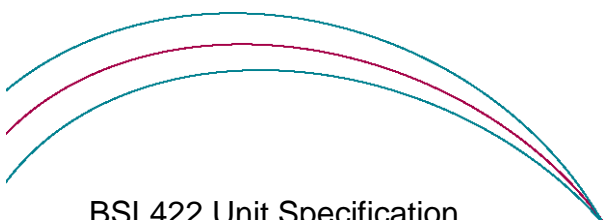
#### Note:

The natural context for using British Sign Language is in communication (e.g. conversations, discussions, and presentation). The best approach to teaching is to work through BSL420, BSL421 and BSL422 at the same time, covering receptive and productive linguistic content together.

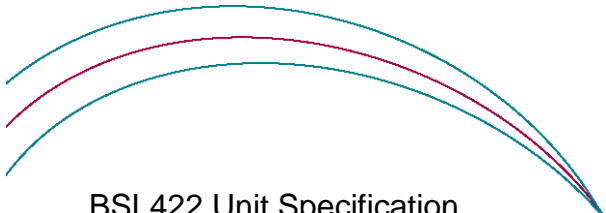


Learners should receive the appropriate amount of teaching before taking the assessment. Learners will be expected to attend classroom-based learning and teachers should provide a range of group activities. Teachers are also expected to include one to one tutorials and feedback. Ideally, learners should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

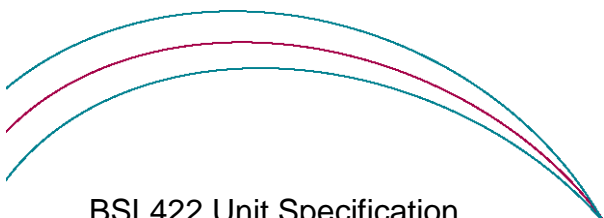
<b>Learning Outcomes</b> On completion of this unit, the learner will:	<b>Assessment Criteria</b> On completion of this unit, the learner can:
1. Be able to use extended BSL to communicate in a range of work and social situations	1.1 Initiate and maintain a detailed conversation 1.2 Adapt a wide range of vocabulary and some complex grammatical structures to express: <ol style="list-style-type: none"> <li>a. Proposals, instructions and advice</li> <li>b. Requests and enquiries</li> <li>c. A wide range of beliefs and opinions</li> <li>d. A wide range of feelings</li> </ol> 1.3 Maintain fluency and accuracy in contributions and some extended periods 1.4 Use accurate pronunciation and stress so that their message can be easily understood 1.5 Contribute spontaneously to all forms of dialogue 1.6 Find alternative ways to express unfamiliar or some complex terms 1.7 Use a wide range of vocabulary, including some technical language relevant to their work 1.8 Use all numerical terms and demonstrate a wide range of ways to sign them
2. Be able to use an extended range of grammatical structures including some complex structures	2.1 Express the different syntactic roles using the correct grammatical forms 2.2 Convey information using a range of structures, including all types of topics <ul style="list-style-type: none"> <li>• Nominal</li> </ul>



- Verbal
  - Spatial
  - Temporal
- 2.3 Use syntactic and topographic space, including spatial hierarchies, to show person, number and status
- 2.4 Use an extended range of signed, non-verbal and turn-taking cultural conventions
- 2.5 Demonstrate a wide range of ways to link concepts and to support pace, clarity and cohesion
- 2.6 Use all commonly used verb forms to express:
- a. All ways to show time frames
  - b. All aspects
    - Durative
    - Continuative
    - Habitual
    - Iterative
    - Inceptive
    - Cessive
    - Incremental
    - Sudden
    - Gradual
  - c. All moods
    - Conditional
    - Subjunctive
    - Affirmative
    - Negative
  - d. All modal verbs
    - Should
    - Could



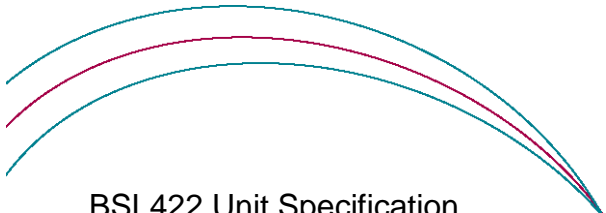
	<ul style="list-style-type: none"> <li>• Must</li> <li>• Been</li> <li>• Will</li> </ul> <p>2.7 Adapt signing style for formal and informal situations</p>
3. Be able to perform a sight translation from written English to BSL	<p>3.1 Translate the message from the source language into the target language accurately</p> <p>3.2 Translate at sight factual information, concepts and/or opinions</p> <p>3.3 Reflect broadly the language, register and tone used</p> <p>3.4 Find alternative ways to accurately represent the meaning of complex terms and phrases, if they do not know the direct equivalent in the target language</p>
4. Be able to develop their own linguistic proficiency through independent learning	<p>4.1 Reflect on:</p> <p>a. The effectiveness of the dialogue</p> <ul style="list-style-type: none"> <li>• Conveying the overall meaning</li> <li>• Conveying the main points</li> <li>• Conveying a sequence of events or actions</li> <li>• Using methods to help aid clarity or fluency</li> </ul> <p>b. The use of register and its appropriateness to the situation</p> <p>c. The accuracy of the language that they used (vocabulary, pronunciation, space, time frames, aspect, etc.)</p> <p>4.2 Evaluate how well they coped with:</p> <p>a. The conduct, style and interaction with interlocutors</p> <p>b. The approach they took to dealing with cultural conventions</p> <p>c. Instances of communication breakdown, their causes, and whether they took the right action to repair them</p> <p>4.3 Identify ways in which they can improve:</p> <p>a. Their grammatical accuracy (phonology, morphology, syntax)</p> <p>b. Their signed, non-verbal and turn taking cultural conventions</p> <p>c. Their knowledge of vocabulary or expressions</p>



	<p>4.4 Identify and take relevant opportunities to develop their linguistic skills and knowledge</p> <p>4.5 Maintain a glossary of new vocabulary or expressions</p> <p>4.6 Make use of relevant language reference sources (bilingual/monolingual dictionaries, grammar books, online resources)</p>
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## Topics:

1. Jobs
2. The law
3. Medicine
4. Culture
5. Science and technology
6. Entertainment and the arts



## Knowledge and understanding

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

At Level 4, the learner will be able to demonstrate K1 - K10 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** Use a broad general vocabulary and the technical language related to their work.

**K2** Use a wide range of ways to link ideas and help clarity and fluency such as:

- most common connectors
- all pronouns.

**K3** Use a wide range of different forms of address, greetings, leave taking and other polite conventions to suit different occasions and degrees of formality.

**K4** Show different ways to express feelings.

**K5** Use all numerical terms.

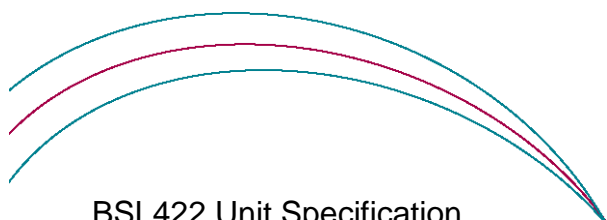
**K6** Use all commonly used verb forms, positive and negative (all tenses, all aspect, all moods, modal verbs).

**K7** Use most commonly used grammatical structures, including those which are complex.

**K8** Show how to modify style and register for different audiences and contexts.

**K9** Use all common signed non verbal polite conventions.

**K10** Make effective use of relevant language reference sources.



## Level 4 Certificate in British Sign Language

Unit BSL422

# ASSESSMENT SPECIFICATION

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

Assessment for this unit will be split into different parts as detailed below:

Assessment	Method of assessment
1. Discussion	Internally assessed by the centre
2. Discussion	Internally assessed by the centre
3. Discussion	Internally assessed by the centre
4. Discussion	Internally assessed by the centre
5. Learning Journal	Internally assessed by the centre
6. Sight translation (English to BSL)	Externally assessed by Signature
7. Presentation	Externally assessed by Signature

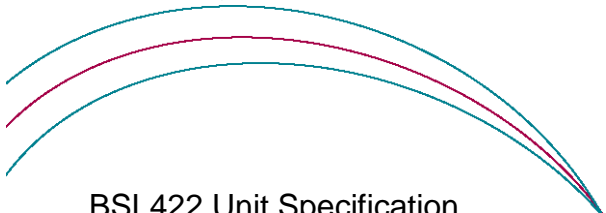
**Important Notice: All Internally Assessed Units will be Externally Quality Assured by Signature.**

### Parts 1 to 4 – Discussion

For parts 1 to 4 candidates will need to participate in **at least** four discussions with BSL users (candidates can have more than four discussions if they haven't met all the criteria). A range of assessment methods can be used in parts 1 to 4, but at least two of the pieces of evidence should be filmed, a third piece of evidence above must be assessed through live observation and other discussions can be any suitable method chosen by the centre. **See Support Pack for Teachers and Students for more information.**

#### Notes:

- Candidates can choose their own areas for discussion, based on the topics provided in this unit, with guidance from their teacher.





- Candidates should only have discussions in BSL with people who have skills at Level 4 BSL or above.
- Candidates should not use the same person for evidence more than twice.

This will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature.

Candidates' evidence will be collected in a portfolio and they must show which assessment criteria has been met on the relevant Candidate Assessment Record (CAR) form.

**The clips used to collect evidence can be used for BSL420, BSL421 and BSL422 if the assessment criteria is covered for both receptive and productive in any one piece of evidence.**

## **Part 5 – Learning Journal**

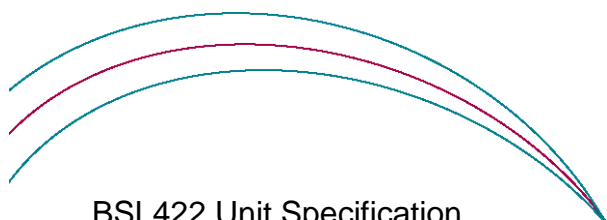
Candidates will be expected to create a Learning Journal to reflect on their performance, documenting their areas of learning. Candidates should use the template provided and will need to show which criteria they have met on the Candidate Assessment Record (CAR) form for this part of the assessment. The Learning Journal should cover the length of the course. This will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature. **See Support Pack for Teachers and Students for more information**

## **Part 6 – Sight Translation**

Candidates will be assessed on their ability to translate English into BSL from a written piece provided by Signature. Candidates will need to meet all assessment criteria in Learning Outcome 3.

### **Notes:**

- Candidates can read the document, practice and prepare as many times as they require, within the 60 minute preparation time.
- Candidates will then produce a final 15-20 minute BSL translation of the written piece.



- Candidates will sign their presentation to the camera. **The candidate should be fully viewable, in the viewing frame of the camera, and all BSL features fully visible.**
- The assessment must be no longer than 20 minutes. Any assessment over 20 minutes will be marked up until 20 minutes only and the remainder disregarded.
- Candidates can take the transcript and/or written notes into the assessment room as an 'aide memoire'. Candidates should be careful that using these notes does not unduly affect the fluency of their translation.

The recorded evidence for Part 6 will be sent to a Signature External Assessor for marking. Please refer to the Signature regulations for this unit.

**The pass mark for Part 6 the assessment is 75%.**

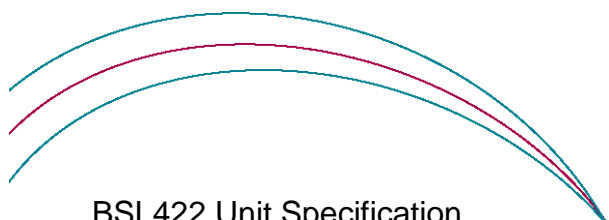
## Part 7 – Presentation

Candidates must choose **one** of the topic titles from the list of three topic titles provided by Signature, **no less than 4 weeks** prior to the agreed date/time of the assessment. They will use this time to prepare for their presentation assessment. Candidates will be assessed on their BSL presentation.

All discussion topics should have emphasis on Deaf related issues.

### Notes:

- The candidates will sign their 14-15 minute presentation to the teacher. The teacher and candidate should **both** be viewable, in the viewing frame of the camera, and **all** BSL features fully visible.
- **Start the assessment time** when the presentation starts.
- 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.
- 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 BSL features are not visible and the candidate will be marked as not assessed.**

The recorded evidence will be sent to a Signature External Assessor for marking. Please refer to the Signature regulations for this unit.

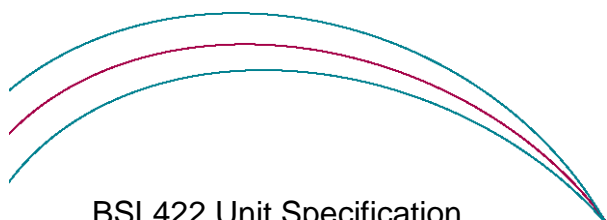
**The pass mark for Part 7 is 50%. In addition, Essential Criteria E1, E2 and E3 - two or more points must be achieved for each of these to pass this unit, regardless of the total number of points achieved.**

**All internal assessments (parts 1 to 5) must be completed and assessed by the date of the external assessment. The evidence collected for parts 1 to 5 will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature. The CAR forms to show that candidates have achieved parts 1 to 5 must be returned to Signature, at the same time as sending Parts 6 and 7 for marking. Centres must keep all evidence for parts 1 to 5 for External Quality Assurance purposes, should they be required. If your assessment has been selected for moderation you will be informed in advance**

**Candidates must pass all 7 parts to achieve this unit.**

**If a candidate fails either of the external assessments (Part 6 or Part 7) they will need to re-sit both parts again and submit evidence of having successfully completed parts 1-5.**

**If as a result of external moderation a candidate fails parts 1-5 the candidate will be deemed to have failed the unit. Should the candidate wish to obtain the unit they will have to re-sit the external assessments (Part 6 and Part 7) and submit evidence of having successfully completed parts 1-5.**



# Level 4 Certificate in British Sign Language

## Unit BSL422

### UNIT MARK SHEET

Part 6 Sight Translation													
Assessment Number:													
Skills	Assessment Factors	Candidate 1				Candidate 2				Candidate 3			
		Marks				Marks				Marks			
Productive skills	Adaptation of signing style - formal or Informal to reflect the script	0		2	4	0		2	4	0		2	4
	A range of ways to maintain signing in correct sequence	0		2	4	0		2	4	0		2	4
The learner is able to demonstrate:	The ability to deliver facts clearly and accurately	0		2	4	0		2	4	0		2	4
	How to express feelings correctly	0		2	4	0		2	4	0		2	4
	How to express beliefs and opinions clearly and accurately	0		2	4	0		2	4	0		2	4
	Use appropriate BSL to accurately match the English text to reflect broadly the language, register and tone used	0		2	4	0		2	4	0		2	4
	Correct classifier handshapes in extended periods of signing	0		2	4	0		2	4	0		2	4
	How to express the past, present, future and conditional using all commonly used verb forms	0		2	4	0		2	4	0		2	4
	How to express all modal verbs - should, could, must, been, will - using correct emphasis and modulation	0		2	4	0		2	4	0		2	4
	All aspects	0		2	4	0		2	4	0		2	4
	All moods	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
E2 - Key non- verbal conventions, NMF, eye gaze		0		2	4	0		2	4	0		2	4
E3 - Use of sign space, placements, referents		0		2	4	0		2	4	0		2	4
Total Score													
If Zero score tick correct reason	Off topic												
	Under time												
Other													

Assessor signature..... Assessor name.....

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

## ASSESSMENT CRITERIA (Part 6 - Sight Translation)

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

Assessment criteria	Points					
		Pts		Pts		Pts
Adaptation of signing style – formal or informal to reflect the script	Little or no evidence shown	0	Candidate used the correct signing style/register <b>half of the time</b> with occasional errors	2	Candidate used the correct signing style <b>most of the time</b> with little or no errors	4
A range of ways to maintain signing in the correct sequence		0	Candidates signed the information in the script in the correct sequence but made <b>three</b> errors	2	Candidates signed the information in the script in the correct sequence and only made <b>one</b> error	4
The ability to deliver facts clearly and accurately		0	Candidates accurately signed <b>two</b> facts with correct lip/mouth patterns	2	Candidates accurately signed <b>three</b> or more facts with correct lip/mouth patterns	4
How to express feeling correctly		0	Candidates accurately delivered <b>two</b> feelings with correct lip/mouth patterns	2	Candidates accurately delivered <b>three</b> feelings with correct lip/mouth patterns	4
How to express beliefs and opinions correctly		0	Candidates accurately signed <b>two</b> beliefs/opinions with correct lip/mouth patterns	2	Candidates accurately signed <b>three</b> beliefs/opinions with correct lip/mouth patterns	4

Use appropriate BSL to accurately match the English text to reflect broadly the language, register and tone used		0	Candidate missed out <b>two</b> details from the script	2	Candidate missed out <b>one</b> or no details from the script	4
Use the correct classifier handshapes in extended periods of signing	Little or no evidence shown	0	Fair use of handshapes, location, direction, orientation with some errors	2	Good use of handshapes, location, direct, orientation with little or no errors	4
How to express the past, present, future and conditional using all commonly used verb forms		0	Candidate used <b>two</b> forms of past, present, future, conditional with correct lip/mouth patterns	2	Candidate used <b>all</b> forms of past, present, future, conditional with correct lip/mouth pattern	4
Modal verbs – should, could, must, been, will – using the correct emphasis and modulation		0	Candidate used <b>two</b> different modal verbs with correct articulation and stress	2	Candidate used <b>three</b> different verbs with correct articulation and stress	4
All aspects – durative, continuative, habitual, iterative, inceptive, cessive, incremental, sudden, gradual		0	Candidate used <b>two</b> different aspects with correct lip/mouth patterns	2	Candidate used <b>three</b> or more different aspects with correct lip/mouth patterns	4

<b>All moods – conditional, subjunctive, affirmative, negative</b>	Little or no evidence shown	0	Candidate used <b>two</b> different moods with correct lip/mouth patterns	2	Candidate used <b>three</b> or more different moods with correct lip/mouth patterns	4
<b>E1 – Clear BSL meaning and sign order</b>		0	Fair use of BSL order/meaning with some slippage into English	2	Good use of BSL sign order/meaning, clear and fluent	4
<b>E2 – Key non verbal conventions (eg NMF, eye gaze)</b>		0	Fair use of key non verbal conventions and NMF with some errors or missed opportunities	2	Good and correct use of key non verbal conventions and NMF throughout	4
<b>E3 – Use of sign space (topographic, syntactic, hierarchy), referents and placements</b>		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 correct 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.

**Note:** Please see Support Pack for Teachers and Students on My Signature for an explanation of the assessment criteria and other useful information

# UNIT MARK SHEET

Part 7 Presentation													
Assessment Number:													
Skills	Assessment Factors	Candidate 1				Candidate 2				Candidate 2			
		Marks				Marks				Marks			
Productive skills  The learner is able to demonstrate:	Adaptation of signing style to formal	0		2	4	0		2	4	0		2	4
	A range of ways to maintain the presentation in correct sequence; introduce new topics	0		2	4	0		2	4	0		2	4
	How to give proposals, instructions, advice	0		2	4	0		2	4	0		2	4
	How to express a wide range of beliefs and opinions	0		2	4	0		2	4	0		2	4
	How to express a wide range of feelings	0		2	4	0		2	4	0		2	4
	Correct classifier handshapes in extended periods of signing	0		2	4	0		2	4	0		2	4
	A wide range of vocabulary including some technical language relevant to their work	0		2	4	0		2	4	0		2	4
	How to use a wide range of numerical terms in BSL	0		2	4	0		2	4	0		2	4
	How to express the past, present, future and conditional using all commonly used verb forms	0		2	4	0		2	4	0		2	4
	How to express all modal verbs - should, could, must, been, will - using correct emphasis and modulation	0		2	4	0		2	4	0		2	4
	All aspects	0		2	4	0		2	4	0		2	4
	All moods	0		2	4	0		2	4	0		2	4
	A range of ways to link concepts and to support pace, clarity and cohesion	0		2	4	0		2	4	0		2	4
	How to use language reference sources	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; eye gaze, eye contact	0		2	4	0		2	4	0		2	4
	E3 - Use of sign space, placements; referents	0		2	4	0		2	4	0		2	4
Total Score													
If Zero score tick correct reason	Off topic												
	Under time												
Other													

Assessor signature..... Assessor name .....

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



# ASSESSMENT CRITERIA (Part 7 - Presentation)

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

Assessment criteria	Points					
		Pts		Pts		Pts
<b>Adaptation of signing to formal</b>	Little or no evidence shown	0	Candidate used the correct signing style/register half of the time with occasional errors	2	Candidate used the correct signing style most of the time with little or no errors	4
<b>A range of ways to maintain the presentation in the correct sequence, introduce new topics</b>		0	Presentation was delivered with fair sequencing to show moving on to the next topic/subject, with areas not clear or opportunities missed	2	Presentation was clearly delivered with good appropriate sequencing to show moving on to the next topic/subject	4
<b>How to give proposals, instructions and advice</b>		0	Candidate signed <b>one</b> proposal, set of instructions or advice correctly	2	Candidate gave at least <b>two</b> proposals, instructions or advice correctly	4
<b>How to express beliefs or opinions correctly</b>		0	Candidates accurately signed <b>two</b> beliefs/opinions with correct lip/mouth patterns	2	Candidates accurately signed <b>three</b> beliefs/opinions with correct lip/mouth patterns	4
<b>How to express a wide range of feelings correctly</b>		0	Candidate accurately delivered <b>two</b> feelings with correct lip/mouth patterns	2	Candidate accurately delivered <b>three</b> feelings with correct lip/mouth patterns	4

Use the correct classifier handshapes in extended periods of signing		0	Fair use of handshapes, location, direction, orientation with some errors	2	Good use of handshapes, location, direct, orientation with little or no errors	4
A wide range of vocabulary including some technical language relevant to their work	Little or no evidence shown	0	Fair range of level 4 vocabulary with some errors – but still easy to understand	2	Wide range of level 4 vocabulary used and fluent	4
A wide range of numerical terms and how to sign them in BSL		0	Candidate used <b>two</b> numerical terms and handshapes	2	Candidate used at least <b>four</b> correct numerical terms and handshapes	4
How to express the past, present, future and conditional using commonly used verb forms		0	Candidate used <b>two</b> forms of past, present, future and conditional with correct lip/mouth patterns	2	Candidate used <b>all</b> forms of past, present, future and conditional with correct lip/mouth patterns	4
Modal verbs – should, could, must, been, will – using the correct emphasis and modulation		0	Candidate used <b>two</b> different modal verbs with correct articulation and stress	2	Candidate used <b>three</b> different modal verbs with correct articulation and stress	4
All aspects – durative, continuative, habitual, iterative, inceptive, cessive, incremental, sudden, gradual		0	Candidate used <b>two</b> different aspects with correct lip/mouth patterns	2	Candidate used <b>three</b> or more different aspects with correct lip/mouth patterns	4

<b>All moods – conditional, subjunctive, affirmative, negative</b>		0	Candidate used <b>two</b> different moods with correct lip/mouth patterns	2	Candidate used <b>three</b> or more different moods with correct lip/mouth patterns	4
<b>A range of ways to link concepts and to support pace, clarity and cohesion (connectors)</b>	Little or no evidence shown	0	Candidate's pace was fair but sometimes slow. Flow was fair but sometimes jerky/stiff. Candidate showed reasonable linking of language throughout.	2	Candidate's pace and flow was good, smooth and natural for level 4. Candidate used good structures in linking languages throughout.	4
<b>How to use language reference sources</b>		0	Candidate was able to show how research had been completed for <b>one</b> vocabulary sign	2	Candidate gave at least <b>three</b> examples of how research had been carried out for vocabulary signs	4
<b>E1 – Clear BSL meaning and sign order</b>		0	Fair use of BSL order/meaning with some slippage into English	2	Good use of BSL sign order/meaning, clear and fluent	4
<b>E2 – Key non verbal conventions (eg NMF, eye gaze)</b>		0	Fair use of key non verbal conventions and NMF with some errors or missed opportunities	2	Good and correct use of key non verbal conventions and NMF throughout	4
<b>E3 – Use of sign space (topographic, syntactic, hierarchy), referents and placements</b>		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 correct 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 part of the assessment, regardless of the total number of points achieved.

**Note:** Please see Support Pack for Teachers and Students on My Signature for an explanation of the assessment criteria and other useful information



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