

Signature



# Qualification Specification

Level 3 Certificate in Irish Sign  
Language

610/0035/X

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# QUALIFICATION SPECIFICATION

## Signature Level 3 Certificate in Irish Sign Language (RQF)

(Signature Qualification Reference ISL33)

### Qualification aim

The Level 3 Certificate in Irish Sign Language (ISL) meets the learning needs of those who already have competence in ISL at Level 2 and are interested in developing their skills and knowledge. Successful learners must be able to demonstrate competence at Level 3 of the UK Occupational Language Standards (Instructus 2012). 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 is 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 (CEFR). Application of these standards have been applied to the units within the qualification.

### Qualification Structure

Candidates must demonstrate both receptive and productive ISL skills at level 3, and in all of the six topics that make up this qualification. Assessments may cover any of the topics listed in this qualification.

The natural context of using ISL is in two-way interactions (discussions, conversations, debates etc.), as well as one-way interactions (monologues, presentations etc.). The candidate is therefore expected to demonstrate receptive and productive skills in both two-way and one-way interactions. Signature recommends the best approach to teaching and assessing this qualification is by covering both receptive and productive skills together.

## Total Qualification Time

The Certificate has a credit value of 25 and 250 hours of learning in total. The recommended guided learning hours are 130 in total as shown in the table below. The guided learning 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
- Assessments

The recommended study hours are shown below:

<b>Guided learning hours (GLH)</b>	<b>Additional study hours</b>	<b>Total Qualification Time</b>	<b>Credit value</b>
130	120	250	25

## 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.

## 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

## Centre Resources

Centres wishing to offer the Level 3 Certificate in ISL 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.

Centres wishing to offer this qualification should ensure there are sufficient resources and expertise to support delivery of the programme to the expected number of learners. 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 6 ISL or equivalent.
- Level 1 Award in Deaf Awareness and Communication or equivalent.
- Substantial teaching experience.
- Fully conversant with Deaf culture.
- Knowledge of ISL grammar and how they are described

## Support provided to learners during their course

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. Learners 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 learners 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 progress to the following qualifications:

- Signature Level 4 Certificate in Irish Sign Language
- Signature Level 6 Certificate in Irish Sign Language    □ Signature Level 6 Diploma in Sign Language Interpreting and Translation.

# QUALIFICATION CONTENT

LO1 – Use receptive and productive skills to engage in varied social interaction.

LO2 – Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language.

LO3 – Understand sustained signed communication containing varied language

<b>Learning outcomes</b>	<b>Assessment criteria</b>
The candidate will:	The candidate can:
1. Use receptive and productive skills to engage in varied social interaction.	1.1 Initiate and maintain dialogue delivered at normal speed using the correct ISL order and Non-Manual Features: a) express opinions, beliefs and facts b) express a varied range of feelings c) give formal instructions and advice d) respond to and make requests or enquiries e) convey humour  1.2 Adapt own language appropriately to the situation using the correct ISL order and Non-Manual Features: a) adapt the style and register of language used b) use and understand varied signed and non-verbal turn taking cultural conventions

<p>2. Maintain fluency, grammatical accuracy and coherence in sustained contributions containing varied language.</p>	<p>2.1 Use commonly used verb forms using the correct ISL order and Non-Manual Features to express:</p> <ul style="list-style-type: none"> <li>a) a varied range of timeframes (including conditional)</li> <li>b) a varied range of aspect</li> <li>c) a varied range of modal verbs</li> </ul> <p>2.2 Use and understand a varied range of vocabulary using the correct ISL order and Non-Manual Features, including:</p> <ul style="list-style-type: none"> <li>a) use and understand productive and established lexicons (including classifiers)</li> <li>b) use a range of numerical terms and different ways of signing them</li> <li>c) use accurate and appropriate fingerspelling</li> <li>d) use accurate phonology and articulation</li> </ul> <p>2.3 Use a varied range of sentence structures using the correct ISL order and Non-Manual Features to link concepts and to support pace, clarity and cohesion:</p> <ul style="list-style-type: none"> <li>a) use a varied range of interrogative constructions</li> <li>b) use a varied range of negation and affirmation</li> <li>c) use syntactic, topographic and hierarchical space</li> </ul>
<p>3. Understand sustained signed communication containing varied language</p>	<p>3.1 Understand the general meaning and pick out specific details of sustained presentations containing varied language</p> <p>3.2 Recognise and distinguish facts, opinions, beliefs and feelings in sustained presentations containing varied language</p> <p>3.3 Respond to key information, important themes and ideas from sustained monologues and dialogues containing varied language</p> <p>3.4 Understand fingerspelling when delivered at normal speed</p> <p>3.5 Understand most common variations in articulation/regional forms.</p>

**ISL sign order and Non-Manual Features (NMF) are part of the assessment criteria, if candidates do not use ISL sign order and NMF correctly throughout they will be given a zero for that assessment criteria.**

Candidates are expected to demonstrate use and understanding of varied language, which is defined as the ability to use and understand a varied range of grammatical content listed in this

qualification. The candidate is expected to demonstrate use and understanding of a varied range of grammatical content across all of the assessments that make up this qualification. This qualification is not unitised, and is designed to assess the candidate's ability to use his/her productive and receptive skills to engage in all types of social and some professional interaction.

Candidates are also expected to be able to use their receptive skills to understand sustained signed discourse, delivered at the appropriate speed and containing varied language.

## Topics

Home Life

Social/Recreational Activities

Education and Training

Employment

Consumer Issues and Daily Living

Deaf History and Culture

## Vocabulary

Upon successful completion of this qualification, the learner will be able to demonstrate the ability to use and understand a varied range of vocabulary, including some common regional variations, relating to the topics listed in the qualification. Some examples of vocabulary are listed in the Support Pack for Teachers and Students on the Signature Centre Portal.

## 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–K12 shown below:

aspect.

# ASSESSMENT SPECIFICATION

**Please read this specification and Signature Assessment Regulations on the Signature website.**

- K1** Manage varied social interactions, including culturally appropriate signed and non verbal turn-taking conventions.
  
- K2** Understand information and extract a varied range of details and the general meaning from presentations, talks and discussions.
  
- K3** Understand and make requests and enquiries.
  
- K4** Give formal instructions and advice.
  
- K5** Convey humour.
  
- K6** Understand and express opinions and beliefs and distinguish them from fact.
  
- K7** Identify and express a varied range of feelings.
  
- K8** Understand most common regional variations.
  
- K9** Use different styles and register, some key work related terms and a varied range of general vocab including numerical terms, appropriately to the context.
  
- K10** Maintain fluency, grammatical accuracy and coherence in sustained contributions including accurate articulation and stress
  
- K11** Understand and use a varied range of grammatical structures, including interrogative and negative constructions
  
- K12** Understand and use a varied range of verb forms, including time-frames and

Assessment	Assessment method	Duration
Formal Presentation	External	8-10 mins
Informal Conversation	External	10-12mins
Receptive skills	External	10 mins

## Assessment 1 – Formal Presentation

Assessment 1 is a formal presentation by the candidate to their teacher. The presentation will focus on a topic title provided by Signature.

### Notes:

- The topic titles provided by Signature will be based on the list of 6 topics in the Qualification Specification.
- The candidate must choose one topic from a choice of three.
- The candidate will have 14 days to prepare for the presentation and should cover the assessment criteria in Learning Outcome 1 and Learning Outcome 2.
- The presentation assessment will be marked against the External Marking Criteria.
- A total of 50 marks is available, 20 marks for Learning Outcome 1 and 30 marks for Learning Outcome 2.

### Assessment Procedure:

- The candidate **and** teacher must both be viewable in the viewing frame of the camera and all ISL features fully visible.
- The candidate must fingerspell their name clearly to the camera. **This will not be marked.**
- The candidate must sign their chosen topic in full. **This will not be marked.**
- The candidate will sign their presentation in ISL to the teacher. **This is when the time of the assessment starts.**
- The presentation must be 8-10 minutes. Any assessment under 8 minutes will not be marked. Any assessment over 10 minutes will be marked up to 10 minutes and the remainder disregarded.

- If the candidate is struggling the teacher can prompt no more than two times during the presentation. The teacher must not help the candidate with their signing but they can comment or ask a question related to their topic. **External assessors will notify Signature if any centre demonstrates excessive prompting and the candidate will be marked as not assessed.**
- Candidates will fail their assessment if their presentation is off topic or does not include Deaf issues.

**The pass mark for the presentation is 60%.**

## Assessment 2 – Informal Conversation

Assessment 2 is an informal conversation between the candidate and the teacher. The conversation will focus on a topic title provided by Signature.

### Notes:

- The topic titles provided by Signature will be based on the list of 6 topics in the Qualification Specification.
- The topic titles will be provided on the day of the assessment and the candidate must choose one topic title from a choice of three.
- **Candidates must choose a different topic area to what they chose for the presentation**
- The candidate and teacher will have 30 minutes to prepare for the conversation. During this time the candidate can access the internet for research.
- The conversation assessment will cover the assessment criteria in Learning Outcome 1 and Learning Outcome 2.
- The conversation will be marked against the External Marking Criteria.
- A total of 50 marks is available, 20 marks for Learning Outcome 1 and 30 marks for Learning Outcome 2.

### Assessment Procedure:

- The candidate **and** teacher must both be viewable in the viewing frame of the camera and all ISL features fully visible.
- The candidate must fingerspell their name clearly to the camera. **This will not be marked.**
- The candidate must sign their chosen topic in full. **This will not be marked.**
- The candidate will then start the conversation. **This is when the time of the assessment starts.**
- The conversation must be 10-12 minutes. Any assessment under 10 minutes will not be marked. Any assessment over 12 minutes will be marked up to 12 minutes and the remainder disregarded.
- Candidates will fail their assessment if their conversation is off topic or does not include Deaf issues.

**The pass mark for the presentation is 60%.**

## Examples of presentation and conversation assessment topic titles –

- Differences between deaf schools and mainstream schools
- Difficulties Deaf people face in Employment
- Access to health services for Deaf people

See Teacher and Student Support Pack for more information on topics.

## Assessment 3 – Receptive skills

Assessment 3 is a receptive skills task where the candidate will be assessed on their understanding of a story based on one or more of the topics in the Qualification Specification.

### Notes:

- The receptive clip will be approximately 10 minutes long and will be split into 3 parts. Part 1 will have one person signing on screen. Part 2 will have a different person signing on screen. Part 3 both people will have a conversation on screen.
- Each part will have questions signed in ISL.
- Candidates will write their answers on assessment papers provided by Signature or ISL users can sign their answers to camera.
- Each question will test the candidate against the assessment criteria in Learning Outcome 3
- The DVD must not be stopped at any time during the assessment and it must not be repeated.
- Candidates can make notes throughout the 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.**

### Order of the DVD:

- |                                     |         |
|-------------------------------------|---------|
| • Watch part 1, part 2 and part 3   | 10 mins |
| • Watch part 1 questions            | 5 mins  |
| • Watch part 1                      | 3 mins  |
| • Watch and answer part 1 questions | 15 mins |

- Watch part 2 questions 5 mins
- Watch part 2 3 mins
- Watch and answer part 2 questions 15 mins
- Watch part 3 questions 5 mins
- Watch part 3 3 mins
- Watch and answer part 3 questions 15 mins

**The pass mark for the receptive skills assessment is 60%**

## Marking Criteria for external assessments 1 and 2

## Signature Level 3 Certificate in ISL

	1-2	3-4	5-6	7-8	9-10	Mark
1.1 Initiate and maintain dialogue	<p>Attempts to express opinions and beliefs with limited success and frequent significant errors.</p> <p>Creates and responds to requests/enquiries* and provides instructions/advice using a very limited range of varied language with frequent and significant errors</p> <p>Attempts to express a varied range of feelings and needs, using a very limited range of varied language</p> <p>Attempts to convey humour</p> <p>Attempts to use appropriate NMF and ISL order correctly, uses SSE most of the time</p>	<p>Expresses opinions, beliefs and facts with limited success</p> <p>Creates and responds to requests/enquiries* and provides instructions/advice, with good flexibility, using a limited range of varied language with frequent and significant errors</p> <p>Expresses a varied range of feelings and needs with limited success, using a limited range of varied language</p> <p>Coveys humour with limited success</p> <p>Uses accurate ISL order and NMF half the time but slips into SSE too often</p>	<p>Expresses opinions, beliefs and facts with some success</p> <p>Creates and responds to requests/enquiries* and provides instructions/advice, with good flexibility, using a sufficient range of varied language with frequent but minor errors</p> <p>Expresses a varied range of feelings and needs with some success, using a sufficient range of varied language</p> <p>Coveys humour with some success</p> <p>Uses accurate ISL order and NMF half the time but slips into SSE sometimes</p>	<p>Is mostly successful expressing opinions, beliefs and facts.</p> <p>Creates and responds to requests/enquiries* and provides instructions/advice, with good flexibility, using a range of varied language with some minor errors</p> <p>Expresses a varied range of feelings and needs with some success and minor errors.</p> <p>Successfully conveys humour Most of the time.</p> <p>Uses accurate ISL order and NMF most of the time</p>	<p>Expresses opinions, beliefs and facts with ease and complete success.</p> <p>Creates and responds to requests/enquiries* and provides instructions/advice, with ease and complete success using a range of varied language with complete accuracy</p> <p>Expresses a broad range of feelings and needs using varied language.</p> <p>Coveys humour with ease and complete success</p> <p>Uses accurate ISL order and NMF throughout</p>	

1.2 Adapt own language appropriately	Attempts to use the appropriate style and register for the situation and demonstrates a very limited range of varied language for style and register	Attempts to use the appropriate style and register for the situation and to demonstrate a limited range of varied language for style and register with limited success	Attempts to use the appropriate style and register for the situation and to demonstrate a range of varied language for style and register with some success	Recognises the appropriate style and register for the situation and demonstrates a sufficient range of varied language used for style and register with some minor mistakes	Recognises the appropriate style and register for the situation and demonstrates a wide range of varied language used for style and register
	Attempts to recognise and use a range of signed and nonverbal turn-taking conventions with limited success and frequent significant errors.	Recognises and uses a varied range of signed and nonverbal turn-taking conventions with limited success and frequent errors.	Contributes spontaneously to most forms of dialogue with some success*	Recognises and uses a varied range of signed and non-verbal turn-taking conventions with good success and some minor errors.	Recognises and uses a varied range of signed and non-verbal turn-taking conventions with success and accuracy
	Attempts to use appropriate NMF and ISL order correctly, uses SSE most of the time	Uses accurate ISL order and NMF half the time but slips into SSE too often	Recognises and uses a varied range of signed and nonverbal turn-taking conventions with some success and frequent but minor errors	Uses accurate ISL order and NMF most of the time	Uses accurate ISL order and NMF throughout
			Uses accurate ISL order and NMF half the time but slips into SSE sometimes		

### Social Interaction – Learning Outcome 1 (20 marks)

	1-2	3-4	5-6	7-8	9-10
2.1 Use commonly used verb forms	Uses a very limited range of time frames with frequent significant errors	Uses a limited range of time frames with frequent and some significant errors	Uses a sufficient range of time frames with frequent but minor errors	Uses a varied range of time frames with minor errors	Uses the full range of time frames with complete success and consistent grammatical accuracy
	Uses a very limited range of aspects with frequent significant errors	Uses a limited range of aspects with frequent and some significant errors	Uses a sufficient range of aspects with frequent but minor errors	Uses a varied range of aspects with some minor errors	Uses the full range of aspects with complete success and consistent grammatical accuracy
	Uses a very limited range of moods and modal verbs with frequent significant errors	Uses a limited range of moods and modal verbs with frequent and some significant errors	Uses a sufficient range of moods and modal verbs with frequent but minor errors	Uses a varied range of moods and modal verbs with some minor errors	Uses the full range of moods and modal verbs with complete success and consistent grammatical accuracy
	Attempts to use appropriate NMF and ISL order correctly, uses SSE most of the time	Uses accurate ISL order and NMF half the time but slips into SSE too often	Uses accurate ISL order and NMF half the time but slips into SSE sometimes	Uses accurate ISL order and NMF most of the time	Uses accurate ISL order and NMF throughout



Use and understand varied vocab	Attempts to use and understand a limited range of productive and established lexicons, including classifiers, and struggles to convey basic meaning with frequent errors	Uses and understands a limited range of productive and established lexicons, including classifiers, but struggles to discuss varied topics	Uses and understands a sufficient range of productive and established lexicons, including classifiers, to discuss topics at length and make meaning clear, with some inappropriate choices.	Uses and understands a varied range of productive and established lexicons, including classifiers, with some inappropriate choices and infrequent minor errors	Uses and understands the full range of productive and established lexicons, including classifiers, with complete success and consistent grammatical accuracy
	Attempts to use basic numerical terms with frequent significant errors	Uses a limited range of numerical terms with frequent and some significant errors	Uses a sufficient range of numerical terms with some errors	Uses a varied range of numerical terms with some minor errors	Uses a varied range of numerical terms with accuracy and complete success
	Attempts to use fingerspelling with frequent and significant errors	Uses fingerspelling (at least 4 characters long) with frequent and some significant errors	Uses fingerspelling (at least 4 characters long) with limited appropriateness and accuracy and with frequent but minor errors	Uses fingerspelling (at least 4 characters long) mostly accurately and appropriately	Uses fingerspelling (at least 4 characters long) with complete accuracy and appropriateness
	Maintains very limited control over phonology and articulation over short periods with frequent and significant errors	Maintains limited control over phonology and articulation over short periods with frequent and some significant errors	Maintains mixed control over phonology and articulation over varied periods with frequent but minor errors	Maintains good control over phonology and articulation over varied periods with some minor errors	Maintains complete control over phonology and articulation over varied periods
	Attempts to use appropriate NMF and ISL order correctly, uses SSE most of the time	Uses accurate ISL order and NMF half the time but slips into SSE too often	Uses accurate ISL order and NMF half the time but slips into SSE sometimes	Uses accurate ISL order and NMF most of the time	Uses accurate ISL order and NMF throughout

### Grammatical Accuracy – Learning Outcome 2 (30 marks)

	1-2	3-4	5-6	7-8	9-10	
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Use a varied range of sentence structures	<p>Attempts to use a range of interrogative constructions with limited success, frequent and significant errors</p> <p>Attempts to use negation and affirmation with limited success, frequent and significant errors</p> <p>Attempts to use syntactic (placement and referencing), topographic and hierarchical space with significant and frequent errors and little success</p> <p>Attempts to use appropriate NMF and ISL order correctly, uses SSE most of the time</p>	<p>Uses a varied range of interrogative constructions with limited success and frequent errors</p> <p>Uses a varied range of negation and affirmation with limited success and frequent errors</p> <p>Uses syntactic (placement and referencing), topographic and hierarchical space with limited success and frequent errors</p> <p>Uses accurate ISL order and NMF half the time but slips into SSE too often</p>	<p>Uses a varied range of interrogative constructions with frequent but minor errors</p> <p>Uses a varied range of negation and affirmation with frequent but minor errors</p> <p>Use syntactic (placement and referencing), topographic and hierarchical space with frequent but minor errors</p> <p>Uses accurate ISL order and NMF most of the time</p>	<p>Uses a varied range of interrogative constructions with few minor errors</p> <p>Uses a varied range of negation and affirmation with few minor errors</p> <p>Use syntactic (placement and referencing), topographic and hierarchical space with few minor errors</p> <p>Uses accurate ISL order and NMF most of the time</p>	<p>Uses a varied range of interrogative constructions with complete success</p> <p>Uses a varied range of negation and affirmation with complete success</p> <p>Uses syntactic (placement and referencing), topographic and hierarchical space completely successfully</p> <p>Uses accurate ISL order and NMF throughout</p>	
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\*not assessed in the presentation

**If a candidate scores 1 or 2 for any criteria, this shows that they have not met the standard and they would automatically fail.**

**Grammatical Accuracy – Learning Outcome 2 (30 marks)**

## Level 3 ISL Assessor Marksheet

- Watch the full clip first
- Answer the following questions.
- This will give you a good idea of what standard the candidate is before you start breaking down the criteria

	<b>Yes/No</b>	<b>Comments</b>
Is the candidate using clear, natural ISL?		
Can you understand the candidate's ISL most of the time?		
Is the candidate using SSE too often?		
Does the candidate have too many phonological errors with HOLMN? (handshapes, orientation, location, movement, NMF)		
Is the conversation one-sided and teacher signs too much? (3ASS2)		
Is the teacher using SSE or too much English during the conversation? (3ASS2)		

Assessment criteria/grammar	Candidate is using well (√)	Candidate is not using well (√)	No evidence	Overall range	Comments
<b>1.1 a-e</b>					
Opinions, beliefs and facts <b>with appropriate NMF and ISL order</b>				1 2 3 4 5 6 7 8 9 10	
Feelings <b>with appropriate NMF and ISL order</b>					
Instructions and advice <b>with appropriate NMF and ISL order</b>					
Requests or enquiries <b>with appropriate NMF and ISL order</b>					
Humour <b>with appropriate NMF and ISL order</b>					
<b>1.2 a-b</b>					
Register – 3ASS1 formal 3ASS2 informal				1 2 3 4 5 6 7 8 9 10	
Turn-taking (signed and non verbal)					

Assessment criteria/grammar	Candidate is using well (√)	Candidate is not using well (√)	No evidence	Overall range	Comments
<b>2.1 a-c</b>					
Verbs <b>with appropriate NMF and ISL order</b> (plain, agreement, classifier)				1	
				2	
				3	
Timelines <b>with appropriate NMF and ISL order</b> A-E				4	
				5	
				6	
Aspect <b>with appropriate NMF and ISL order</b>				7	
				8	
				9	
Modal verbs <b>with appropriate NMF and ISL order</b>				10	
<b>2.2 a-d</b>					
Productive and established lexicons <b>with appropriate NMF and ISL order</b>				1	
				2	
				3	
Numerical terms				4	
				5	
				6	
Fingerspelling (4 letter word) using correct format				7	
				8	
				9	
Phonology and articulation (HOLMN)				10	

Assessment criteria/grammar	Candidate is using well (√)	Candidate is not using well (√)	No evidence	Overall range	Comments
<b>2.3 a-c</b>					
Question forms <b>using appropriate NMF and ISL order</b>				1 2 3	
Negation and affirmation <b>using appropriate NMF and ISL order</b>				4 5 6	
Signing space/placement and referencing				7 8 9 10	
Total marks					

Under time

Off topic

Other comments



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