

Signature

# Qualification Specification

Signature Level 6 Certificate in Irish Sign Language (RQF)

2020-2021

# QUALIFICATION SPECIFICATION

## Signature Level 6 Certificate in Irish Sign Language (RQF)

(QAN: )

(Signature Qualification Reference: ISL62)

### Qualification aim

The Signature Level 6 Certificate in Irish Sign Language (RQF) qualification will develop the learner's language skills towards complex language use of the National Occupational Standards for Languages Instructus 2012, or C1 of the Common European Framework of Reference for Languages (CEFR). Upon successful completion of this qualification, the learner will be able to use and understand complex ISL in all types of social and professional interaction.

The assessment criteria for this qualification are based on the UK Occupational Language Standards at complex language use. Upon successful completion of this qualification, learners will be able to demonstrate language skills equivalent to an undergraduate degree in Modern Languages.

The qualification is benchmarked at:

- Level 6 of the Regulated Qualifications Framework (RQF)
- Proficiency Grades 13-15 on the Language Ladder
- C1 (proficient user) on the Common European Framework of Reference for Languages (CEFR)

### Qualification Structure

Candidates must demonstrate both receptive and productive ISL skills at level 6, and in all of the eight topics that make up this qualification. Internal and external 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 recommended study hours are shown below:

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value
180	180	360	36 credits at Level 6

GLH includes assessment time. Additional study hours include independent study, homework, additional practice, etc.

### Qualification Objectives

This qualification may be used as evidence of full professional proficiency in ISL. It may be useful for those who already work, or wish to work, in a professional capacity with Deaf people, such as teachers of the deaf, social workers for deaf people, voluntary workers with deaf people and employees within a deaf organisation. It may also be used as evidence of proficiency in ISL for sign language interpreters and sign language translators.

### Essential Requirements

Candidates must be able to demonstrate competence in ISL at level 4, or equivalent. It is the responsibility of the centre to ensure that this requirement has been met before accepting a candidate for this qualification.

### Centre Resources

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 6 nature of this qualification. **Centres may be visited by Signature at any time.**

## Centre Staffing

Centres should nominate a suitably 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
- A recognised assessing qualification (e.g. A1 Assessor)
- Level 6 ISL (or equivalent)
- Extensive teaching experience
- Fully conversant with issues in Deaf culture
- Knowledge of ISL grammatical features

## Support provided to learners during their course

As part of the induction process, learners should be given information about the course content, the assessment methods for this qualification and information on reasonable adjustments. Candidates should also be given information on guided learning hours, on-going 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 and skills prior to starting the course.

Further guidance of the Signature Level 6 Certificate in Irish Sign Language (RQF) is available in the Support Pack for Teachers and Students on the Signature Centre Portal.

## Progression routes

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

- Signature Level 6 Diploma in Sign Language Interpreting and Translation (RQF)

# QUALIFICATION CONTENT

Please find below details of the qualification content.

LO1 – Use receptive and productive skills to engage in all types of complex social interaction

LO2 – Use and understand complex language, and maintain fluency, grammatical accuracy and coherence in sustained contributions containing complex language

LO3 – Understand sustained signed discourse containing complex language

LO4 – Use reference sources to confirm or clarify the meaning of signs

<b>Learning outcomes</b>  The candidate will:	<b>Assessment criteria</b>  The candidate can:
1. Use receptive and productive skills to engage in all types of complex social interaction	1.1 Initiate and develop discourse, including taking the lead <ul style="list-style-type: none"> <li>a) recognise and respond to arguments and lines of reasoning by contributing spontaneously to develop or challenge arguments</li> <li>b) respond to and give instructions and advice</li> <li>c) respond to and make requests and enquiries</li> <li>d) make and discuss proposals and suggestions</li> <li>e) use strategies to include newcomers and to set people at ease</li> </ul> 1.2 Make inferences about opinions, attitudes and feelings <ul style="list-style-type: none"> <li>a) distinguish and express opinions and attitudes</li> <li>b) infer and describe feelings and emotions</li> <li>c) respond to and convey humour, sarcasm and ambiguity</li> </ul> 1.3 Adapt own language appropriately to the situation <ul style="list-style-type: none"> <li>a) select and demonstrate appropriate style and register</li> <li>b) recognise and use culturally appropriate signed and non-verbal turn-taking conventions</li> </ul>

<p>2. Use and understand complex language, and maintain fluency, grammatical accuracy and coherence in sustained contributions containing complex language</p>	<p>2.1 Maintain fluency, grammatical accuracy and coherence in sustained contributions containing complex language</p> <ul style="list-style-type: none"> <li>a) understand and use a wide range of verb forms and sentence structures</li> <li>b) distinguish and demonstrate a wide range of ways to link concepts and to support pace, clarity and cohesion</li> </ul> <p>2.2 Understand and use an extensive range of complex vocabulary, including regional and standard varieties, colloquialisms and idiosyncrasies, and technical and numerical terms</p> <ul style="list-style-type: none"> <li>a) understand and use a wide range of regional and standard varieties</li> <li>b) understand and use colloquial and idiosyncratic language</li> <li>c) understand and use a wide range of technical language</li> <li>d) understand and use complex language to discuss numerical and statistical information</li> <li>e) use paraphrase effectively, including when a sign is not known</li> </ul>
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<p>3. Understand sustained signed discourse containing complex language</p>	<p>3.1 Identify the overall message and key themes of sustained presentations containing complex language</p> <p>3.2 Pick out the key points and specific details of sustained presentations containing complex language</p> <p>3.3 Recognise and distinguish facts and opinions in sustained presentations containing complex language</p> <p>3.4 Respond to key information, important themes and ideas from sustained monologues and dialogues containing complex language</p> <p>3.5 Use own knowledge of the context to work out the meaning of unfamiliar signs in familiar and unfamiliar situations</p> <p>3.6 Use contextual, grammatical and vocabulary clues to infer the signer's feelings, attitude and intentions</p>
<p>4. Use reference sources to confirm or clarify the meaning of signs</p>	<p>4.1 Use language reference sources effectively to confirm or clarify the meaning of signs used in all types of complex social interactions</p>

Candidates are expected to demonstrate use and understanding of complex language, which is defined as the ability to use and understand the full range of grammatical content listed in this qualification (see page 21). The candidate is expected to demonstrate use and understanding of the full 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 professional interaction.

Candidates are also expected to be able to use their receptive skills to understand sustained signed discourse, delivered at the appropriate Level 6 speed and containing complex language.

## Topics

**Candidates must demonstrate both receptive and productive ISL skills at level 6, and in all of the eight topics that make up this qualification.**

Medicine

Education

Employment and Business

Finance

Politics and Law

Society

Media

Science and Technology

## Vocabulary

Upon successful completion of this qualification, the learner will be able to demonstrate the ability to use and understand an extensive range of complex vocabulary, including technical language and a wide range of regional variations, relating to all eight topics listed in this qualification. Some examples of vocabulary are listed in the Support Pack for Teachers and Students on the Signature Centre Portal.



# ASSESSMENT SPECIFICATION

Please find below an explanation of the assessments for the qualification.

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

Assessment	Assessment method	Duration
1. Informal one-to-one discussion (persuasive)	Live observation/filmed clip, internally assessed	15 mins
2. Informal group debate (eristic)	Live observation/filmed clip, internally assessed	15 mins
3. Formal group meeting (negotiation)	Live observation/filmed clip, internally assessed	15 mins
4. Formal discussion (critical)	Filmed clip, externally assessed	15 mins
5. Formal presentation (inquiry)	Filmed clip, externally assessed	15 mins
6. Receptive skills exam	Signed exam	120 mins

## Notes:

Evidence should comprise of:

- Minimum 15 minutes for two-way interactions
- Minimum 15 minutes for presentation (one-way interaction)
- Receptive skills exam - 20 minutes signed text (4x5 minutes), 40 minutes to watch questions, 60 minutes to answer questions
- **All** live observations **must** be filmed for external moderation purposes.
- Assessor Mark Sheet must be completed by a qualified assessor for all internal assessments and kept in the candidate's portfolio.
- Candidates may choose their own topics for discussion for assessments 1 to 3, based on the topics provided in this qualification, with guidance from their teacher
- The candidate must choose a different topic for each of the assessments 1 to 3
- Candidates should only have discussions with native ISL users or with people who have skills at Level 6 ISL.
- Evidence, where possible, should be real and take place in the community with native ISL users.
- Candidates may not film evidence with other candidates.
- Candidates may not film evidence with their assessor (for internal assessments 1-3).
- Candidates may not use the same person more than twice.
- All assessment criteria must be covered at least twice across all three internal assessments (CAR form to be completed and kept in candidate's portfolio)

## Assessments 1 to 3 – Two-way interactions (internal assessments)

For assessments 1 to 3, candidates will need to participate in 3x two-way interactions with native ISL users, or with people who have ISL skills at Level 6. Assessments 1 to 3 can be live observed or filmed, and will be internally assessed by qualified assessors. The assessments will be externally moderated by Signature.

Assessments 1 to 3 should be carried out as formative assessments throughout the course. The candidate must complete and pass assessments 1 to 3 before taking the external assessments 4 to 6.

The candidate must choose a different topic for each of the assessments 1 to 3, based on the list of topics in this qualification.

Candidates must cover all of the assessment criteria for learning outcome 1, 2 and 4 at least **twice** across all of the three pieces of evidence. Each clip should be between 15-18 minutes long.

Ideally, the evidence for assessments 1 to 3 should be real discussions in the deaf community. However, if this is not possible then the centre may wish to provide evidence collection opportunities in the classroom. Note that the candidate may only have discussions with native signers or with people who have ISL skills at Level 6. **Candidates may not have discussions with other candidates or with their assessor.** For the group discussions/debate there should be no more than 3-4 people in a group.

**A CAR form must be completed for the internal assessments. See Support Pack for Teachers and Students for more information.**

**In order to pass the internal assessments candidates must produce signed evidence against all of the assessment criteria for learning outcomes 1 -3. To demonstrate learning outcome 4 (use reference sources), the candidate should mention the reference source in his/her evidence.**

**The candidate may also wish to include preparation materials and reference sources (e.g. reference list) in his/her portfolio, but this alone is not sufficient evidence to demonstrate learning outcome 4.**

### Assessment 1 – Informal one-to-one discussion (internal assessment)

Assessment 1 takes the form of a one-to-one discussion where the aim of the discussion to demonstrate that the candidate can use persuasive language effectively.

Examples of a persuasive discussion:

- Persuading a friend to join the gym

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## **Assessment 2 – Informal group debate (internal assessment)**

Assessment 2 takes the form of an informal group debate where the aim of the debate is to demonstrate that the candidate can pursue a consistent line of reasoning (either for or against) using evidence from their research.

Example topics for a debate:

- Abortion
- Euthanasia
- Private healthcare
- Should organ donation be compulsory?
- Should the UK legalise cannabis?

## **Assessment 3 – Formal group meeting (internal assessment)**

Assessment 3 takes the form of a formal group meeting where the aim of the meeting is to demonstrate that the candidate can use language appropriately to negotiate a deal or agreement. This may involve having to compromise etc.

Examples:

- Business deal with colleague
- Meeting with advisor about PIP application
- Team meeting to plan an event
- Appraisal with manager
- Discussion with deaf/hearing client on an interpreting assignment

## **Assessments 4 to 6 – external assessments**

Assessments 4, 5 and 6 will be filmed and externally marked by Signature assessors. Please see Assessment Regulations for more information.

Assessments 4, 5 and 6 should be carried out as summative assessments at the end of the course.

## **Assessment 4 – Formal critical discussion (external assessment)**

Assessment 4 takes the form of a one-to-one formal critical discussion with the candidate's teacher-assessor where the aim of the discussion is to demonstrate that the candidate can use appropriate language to analyse the arguments for and against and reflect on it by providing their own views, supported by evidence from research during their course.

**Notes:**

- The topics of the critical discussion will be set by Signature. The discussion topics will be based on the list of topics in the Qualification Specification and will be given to candidates on the day of the assessment. The candidate will choose one topic from a choice of three provided by Signature.
- Candidates will have 30 minutes to prepare for their assessment on the day.
- The discussion must be a minimum of **15 minutes**.
- The discussion must be no longer than 18 minutes. Any assessment over 18 minutes will be marked up to 18 minutes only and the remainder disregarded.

Example topics for a critical discussion:

- Is Facebook an invasion of our privacy?
- Do we live in a Big Brother society?
- Does CCTV stop criminals or does it affect our privacy?
- Should the government censor the Internet?
- Has society become too reliant on technology?

**The pass mark for Assessment 4 is 60%**

**Assessment 5 – Formal presentation (external assessment)**

Assessment 5 takes the form of a formal presentation where the aim of the presentation is to demonstrate that the candidate can critically analyse a specific topic and can produce a clear line of argument that is supported by their research. The presentation must include an introduction, body and conclusion.

**Notes:**

- The topics for the presentation will be set by Signature. The presentation topics will be based on the list of topics in the Qualification Specification, and the candidate will have 14 days from receiving the topics to prepare for the presentation. The candidate will choose one topic from a choice of three provided by Signature.
- The candidate and the teacher/audience must all be viewable in the viewing frame of the camera.
- The presentation must be a minimum of **15 minutes**.
- The presentation must be no longer than 18 minutes. Any assessment over 18 minutes will be marked up to 18 minutes only and the remainder disregarded.

In order to meet the criteria for 1.3b (signed and non-verbal turn taking conventions) in the presentation, the candidate is required to demonstrate the ability to respond to his/her audience and modify his/her language and style appropriately. Indicators from the audience may include signed cues (such as 'ah I see' and 'interesting'), or non-verbal cues (such as 'shocked facial expression' or 'confused facial expression'). The candidate is expected to recognise these cues

and modify his/her language appropriately. For example, if the audience looks confused then the candidate should be able to recognise this and change his/her language or style to deal with this, such as repeating, paraphrasing or checking back with the audience.

Equally, the audience may respond positively to a point, which could be indicated by a signed cue such as 'oh that's interesting'. In this case, the candidate could respond to this cue by expanding on that point, using complex language spontaneously to present a line of reasoning.

**Candidates must remember that this is a productive assessment so audience participation should be kept to a minimum in order to meet the requirements for this assessment.**

Examples of presentation topics:

- Climate change and renewable energy
- Brexit
- Terrorism
- Cochlear implants
- Deaf education

**The pass mark for Assessment 5 is 60%**

**Structure of assessments 4 and 5 (critical discussion and presentation)**

The presentation and discussion are marked against the same **Marking Criteria** on page 15.

A total of 50 marks are available for the presentation and a total of 50 marks are available for the discussion. This is broken down into 30 marks available for social interaction skills (learning outcome 1) and 20 marks available for grammatical accuracy (learning outcome 2).

**Assessment 6 – Receptive exam (external assessment)**

Assessment 6 takes the form of an approximately two hour receptive skills task where the candidate will watch a two-way conversation on one of the topics in this qualification and answer questions in ISL relating to the conversation.

The two-way conversation that forms the receptive clip will be approximately 20 minutes in total duration and will be split into 4x 5-minute sections. The candidate will receive a summary of the conversation to watch at the start. They will see the questions for each section before watching each section. Candidates will then have 15 minutes to answer the questions relating to that section before the next section begins.

Assessment 6 process:

### Order of signing on DVD:

- Watch short synopsis
- Watch part 1 questions 10 mins
- Watch part 1 5 mins
- Answer part 1 questions 15 mins
- Watch part 2 questions 10 mins
- Watch part 2 5 mins
- Answer part 2 question 15 mins
- Watch part 3 questions 10 mins
- Watch part 3 5 mins
- Answer part 3 questions 15 mins
- Watch part 4 questions 10 mins
- Watch part 4 5 mins
- Answer part 4 questions 15 mins

### The pass mark for Assessment 6 is 60%

#### Structure of assessment 6 (receptive skills exam)

Each of the 4 parts will contain 6 questions, making a total of 24 questions. Each question will test the candidate against each of the assessment criteria in learning outcome 3 (3.1 to 3.6). For example, question 1 in part 1 will test the candidate's ability to identify the overall message or key themes of the conversation.

A total of 50 marks are available for the exam paper. The number of marks available for each question will be indicated.

The exam paper may use a range of question types, including:

- Short-answer questions
- Long-answer questions
- True/false statements

The candidate will watch the two-way conversation and the questions will be signed to the candidate in between each part. The candidate will then film his/her signed answers to camera. The candidate must remember to indicate the question number he/she is answering.

See the **full list of grammatical content** for definition of 'complex language'.

**MARKING CRITERIA FOR EXTERNAL ASSESSMENTS 4 AND 5 – SOCIAL INTERACTION (LO1) (30 MARKS)**

Marks	1.1 Initiate and develop discourse	1.2 Infer opinions	1.3 Adapt language
9-10	<ul style="list-style-type: none"> <li>• Contributes spontaneously with ease and uses appropriate strategies confidently and accurately to start, maintain and develop arguments</li> <li>• Understands and expresses instructions/advice, requests/enquiries and proposals/suggestions with ease and complete success using the full range of complex language with complete accuracy</li> <li>• Uses appropriate strategies confidently and accurately to include newcomers and to set people at ease</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes and expresses opinions and attitudes with ease and with complete success</li> <li>• Accurately and consistently infers and describes feelings and emotions using the full range of complex language</li> <li>• Responds to and conveys humour, sarcasm and ambiguity with ease and with complete success</li> </ul>	<ul style="list-style-type: none"> <li>• Selects the appropriate style and register for the situation and demonstrates the full range of complex language used for style and register</li> <li>• Recognises and uses the full range of signed and non-verbal turn-taking cues with complete success and accuracy</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Contributes spontaneously with good flexibility and uses appropriate strategies to start, maintain and develop arguments with some minor errors</li> <li>• Understands and expresses instructions/advice, requests/enquiries and proposals/suggestions with good flexibility, using a wide range of complex language with some minor errors</li> <li>• Uses strategies to include newcomers and to set people at ease with good flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Is mostly successful in distinguishing and expressing opinions and attitudes</li> <li>• Mostly accurately infers and describes feelings and emotions using a wide range of complex language</li> <li>• Is mostly successful in responding to and conveying humour, sarcasm and ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Selects the appropriate style and register for the situation and demonstrates a wide range of complex language used for style and register</li> <li>• Recognises and uses a wide range of signed and non-verbal turn-taking cues with good success and with some minor errors</li> </ul>



5-6	<ul style="list-style-type: none"> <li>• Contributes spontaneously with some success and attempts to use strategies to start, maintain and develop arguments with some success and frequent but minor errors</li> <li>• Understands and expresses instructions/advice, requests/enquiries and proposals/suggestions with some flexibility, using a sufficient range of complex language with frequent but minor errors</li> <li>• Attempts to use strategies to include newcomers and to set people at ease with some success</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes and expresses opinions and attitudes with some success</li> <li>• Infers and describes feelings and emotions with some success, using a sufficient range of complex language</li> <li>• Responds to and conveys humour, sarcasm and ambiguity with some success</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to select the appropriate style and register for the situation, with some success, and demonstrates a sufficient range of complex language used for style and register</li> <li>• Recognises and uses a sufficient range of signed and non-verbal turn-taking cues with some success and with frequent but minor errors</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Contributes spontaneously with limited success and attempts to use strategies to start, maintain and develop arguments but with limited success and frequent errors</li> <li>• Understands and expresses instructions/advice, requests/enquiries and proposals/suggestions with limited flexibility, using a limited range of complex language with frequent and some significant errors</li> <li>• Attempts to use strategies to include newcomers and to set people at ease but with limited success</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes and expresses opinions and attitudes with limited success</li> <li>• Infers and describes feelings and emotions with limited success, using a limited range of complex language</li> <li>• Responds to and conveys humour, sarcasm and ambiguity with limited success</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to select the appropriate style and register for the situation, with limited success, and demonstrates a limited range of complex language used for style and register</li> <li>• Attempts to recognise and use signed and non-verbal turn-taking cues with limited success and with frequent and some significant errors</li> </ul>

1-2	<ul style="list-style-type: none"> <li>• Attempts to contribute spontaneously and to use strategies to start, maintain and develop arguments but with very limited success and frequent significant errors</li> <li>• Struggles to understand and express instructions/advice, requests/enquiries and proposals/suggestions, using a very limited range of complex language with frequent and significant errors</li> <li>• Attempts to use strategies to include newcomers and to set people at ease but with very limited success</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles to distinguish and express opinions and attitudes</li> <li>• Struggles to infer and describe feelings and emotions and uses a very limited range of complex language</li> <li>• Struggles to respond to and convey humour, sarcasm and ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to select the appropriate style and register for the situation but with very limited success, and demonstrates a very limited range of complex language used for style and register</li> <li>• Struggles to recognise and use signed and non-verbal turn-taking cues and with frequent significant errors</li> </ul>
0	No communication has taken place	No communication has taken place	No communication has taken place

**MARKING CRITERIA FOR EXTERNAL ASSESSMENTS 4 AND 5 – GRAMMATICAL ACCURACY (LO2) (20 MARKS)**

Marks	<b>2.1 Maintain fluency, grammatical accuracy and coherence</b>	<b>2.2 Use an extensive range of vocabulary</b>
9-10	<ul style="list-style-type: none"> <li>• Produces consistently accurate language using the full range of complex structures</li> <li>• Produces consistently accurate phonology and intonation</li> <li>• Signs fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar</li> <li>• Signs coherently with fully appropriate cohesive features</li> <li>• Develops topics fully and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a wide vocabulary resource readily and precisely, including regional and standard varieties, colloquialisms and idiosyncrasies, and technical and numerical vocabulary with complete accuracy</li> <li>• Signs fluently and at length using paraphrase and repair strategies effectively</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Uses a wide range of complex structures</li> <li>• Maintains mixed control over phonology and intonation with some minor errors relating to orientation and facial expression</li> <li>• Signs at length without noticeable effort or loss of coherence</li> <li>• May demonstrate language-related hesitation at times, or some repetition and/or self-correction</li> <li>• Uses a range of connectives and discourse markers with some flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary resource flexibly to show some awareness of style and collocation with some inappropriate choices</li> <li>• Signs at length without noticeable effort, using a range of cohesive devices</li> <li>• Generally paraphrases successfully</li> </ul>

5-6	<ul style="list-style-type: none"> <li>• Uses a sufficient range of complex language with frequent but minor errors</li> <li>• Maintains mixed control over phonology and intonation with some errors relating to orientation, facial expression, handshape or location</li> <li>• Usually maintains flow of signing but uses repetition, self-correction and/or slow signing to keep going</li> <li>• May over-use certain connectives and discourse markers</li> <li>• Produces simple signing fluently, but more complex communication causes fluency problems</li> </ul>	<ul style="list-style-type: none"> <li>• Has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriate vocabulary choices</li> <li>• Attempts to sign at length with some success</li> <li>• Attempts to paraphrase but with mixed success</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Uses a limited range of complex language with frequent and some significant errors</li> <li>• Maintains limited control over phonology and intonation with frequent errors relating to all phonological features</li> <li>• Cannot respond without noticeable pauses and may sign slowly, with frequent repetition and self-correction</li> <li>• Links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary resource with limited flexibility and sometimes struggles to talk about complex topics</li> <li>• Maintains flow of signing using repetition, self-correction or slow signing to keep going</li> <li>• Rarely attempts to paraphrase</li> </ul>

1-2	<ul style="list-style-type: none"> <li>• Uses a very limited range of complex language with frequent significant errors</li> <li>• Use of phonology and intonation makes it difficult to understand</li> <li>• Signs with long pauses, has limited ability to link simple sentences, gives only simple responses and is frequently unable to convey basic message</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice</li> <li>• Signs with long pauses and gives brief responses</li> </ul>
0	No communication has taken place	No communication has taken place

## FULL LIST OF GRAMMATICAL CONTENT AT LEVEL 6

See Support Pack for Teachers and Students for more information.

Grammatical feature	Learners can use and understand:
Affirmation	<ul style="list-style-type: none"> <li>• Head nod</li> <li>• Appropriate lip-patterns</li> <li>• Eyebrow movement</li> <li>• Multichannel signs</li> </ul>
Aspect	<ul style="list-style-type: none"> <li>• Durative aspect (short time)</li> <li>• Continuative aspect (long time)</li> <li>• Habitual aspect (regularly)</li> <li>• Iterative aspect (again and again)</li> <li>• Inceptive aspect (interrupted)</li> <li>• Cessive aspect (just about to)</li> <li>• Incremental aspect (change in stages)</li> <li>• Gradual aspect (gradual change)</li> <li>• Sudden aspect (sudden change)</li> </ul>
ISL sign order	<ul style="list-style-type: none"> <li>• Rules of flexible sign order</li> <li>• Topic-comment (nominal, verbal, spatial and temporal topics)</li> <li>• Chronological order and sequencing</li> <li>• All question forms</li> <li>• Negation</li> <li>• Eye gaze with referents</li> </ul>
Classifiers	<ul style="list-style-type: none"> <li>• Entity classifier (represent objects)</li> <li>• Handling classifier (how we hold objects)</li> <li>• Tracing classifier (draw shape of objects)</li> <li>• Entity and handling classifiers to mark agent and subject.</li> </ul>
Connectors	<ul style="list-style-type: none"> <li>• Connector signs</li> <li>• Syntactic space</li> <li>• Topographic space</li> <li>• Spatial hierarchy</li> <li>• Enumeration</li> </ul>
Conversational style	<ul style="list-style-type: none"> <li>• High involvement style</li> <li>• High considerateness style</li> </ul>

Fingerspelling	<ul style="list-style-type: none"> <li>• Using the dominant hand and non-dominant hand appropriately</li> <li>• Using the correct mouth pattern (not mouthing each individual letter)</li> <li>• Understanding fingerspelling delivered at any speed</li> </ul>
Multichannel signs	<ul style="list-style-type: none"> <li>• Using correct manual sign</li> <li>• Using correct non-manual feature</li> </ul>
Negation	<ul style="list-style-type: none"> <li>• Headshake, appropriate lip-pattern, eyebrow movement, could be multichannel signs</li> <li>• Negated lexical verbs</li> <li>• Negating manual signs</li> <li>• Mild, strong and extreme negation</li> </ul>
Nouns	<ul style="list-style-type: none"> <li>• Personal pronouns (singular, dual, triple, paucal, plural)</li> <li>• Possessive pronouns</li> <li>• Plurality in nouns (quantifier, adjective, repetition)</li> </ul>
<u>Numbers</u>	<ul style="list-style-type: none"> <li>• Cardinal numbers</li> <li>• Ordinal numbers</li> <li>• Age</li> <li>• Money</li> <li>• Time</li> <li>• Weeks</li> <li>• Hours</li> <li>• Years</li> <li>• Months</li> <li>• Regional variants of number systems</li> </ul>
Interrogative Constructions	<ul style="list-style-type: none"> <li>• Open <ul style="list-style-type: none"> <li>◦ Genuine</li> <li>◦ Not genuine</li> </ul> </li> <li>• Closed <ul style="list-style-type: none"> <li>◦ Does not know the answer</li> <li>◦ Rhetorical</li> </ul> </li> <li>• Tag <ul style="list-style-type: none"> <li>◦ Unsure of answer</li> <li>◦ Knows the answer</li> </ul> </li> </ul>
Regional varieties	<ul style="list-style-type: none"> <li>• Regional dialects</li> <li>• Regional accents</li> <li>• Common and conventionalised signs</li> </ul>
Register	<ul style="list-style-type: none"> <li>• Formal register</li> <li>• Informal register</li> </ul>

	<ul style="list-style-type: none"> <li>• Frozen register</li> <li>• Colloquial register</li> <li>• Intimate register</li> </ul>
Role shift	<ul style="list-style-type: none"> <li>• Role shift for 3 or more people</li> <li>• Shifting the body to the left/right</li> <li>• Shifting eye gaze away from viewer</li> <li>• Good body language and gesture for characterisation</li> </ul>
Turn-taking conventions	<ul style="list-style-type: none"> <li>• Turn-yielding (signed and non-verbal)</li> <li>• Backchannel (signed and non-verbal)</li> <li>• Turn-maintaining (signed and non-verbal)</li> <li>• Turn-requesting (signed and non-verbal)</li> </ul>
Space	<ul style="list-style-type: none"> <li>• Syntactic space, including 3-5 referents</li> <li>• Topographic space, including 3-5 placements</li> <li>• Spatial hierarchy, including 3 tiers</li> </ul>
Timelines	<ul style="list-style-type: none"> <li>• Timeline A</li> <li>• Timeline B</li> <li>• Timeline C</li> <li>• Timeline D</li> <li>• Timeline E</li> </ul>
Verbs	<ul style="list-style-type: none"> <li>• Plain verb</li> <li>• Agreement verb</li> <li>• Classifier verb</li> </ul>
Visualisation	<ul style="list-style-type: none"> <li>• Appropriate facial expression to show emotion</li> <li>• Appropriate gesture</li> <li>• Good use of classifiers</li> <li>• Appropriate body language to show characterisation</li> <li>• Good use of signing space</li> </ul>





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