

Signature



# Qualification Specification

Level 1 Award in British Sign Language (BSL1)

500/6070/3

**October 2022**

# QUALIFICATION SPECIFICATION

## Signature Level 1 Award in British Sign Language (RQF)

(QAN: 500/6070/3)

(Signature Qualification Reference: BSL1)

### Qualification Aim

This qualification is designed to teach learners to communicate with Deaf people in British Sign Language (BSL) on a range of themes that involve simple, everyday language use. They will gain basic skills and confidence in production and reception of BSL.

The specification has been designed using the UK Occupational Standards 2010 at Level 1.

### Qualification Structure

The qualification is divided into three units, each of which can be achieved separately. Learners who are new to BSL should cover BSL101 first, as units BSL102 and BSL103 build on this knowledge. Units 102 and 103 can be taken in any order.

To achieve the full Level 1 Award in British Sign Language, candidates must pass all units.

| <b>Signature unit code</b> | <b>RQF unit number</b> | <b>Unit Title</b>                        |
|----------------------------|------------------------|--|
| BSL101                     | F/502/4513             | Introduction to BSL                      |
| BSL102                     | J/504/0762             | Conversational BSL                       |
| BSL103                     | F/504/0761             | Communication in BSL about Everyday Life |

Unit BSL101 is internally assessed by the teacher/assessor. Units BSL102 and BSL103 are externally assessed by a Signature assessor.

The recommended study hours are shown below:

| Unit   | Guided Learning Hours (GLH) | Additional Study hours | Total Learning Time | Credit value at Level 1 |
|--------|-----------------------------|------------------------|---------------------|-------------------------|
| BSL101 | 20                          | 10                     | 30                  | 3                       |
| BSL102 | 22                          | 8                      | 30                  | 3                       |
| BSL103 | 22                          | 8                      | 30                  | 3                       |

GLH include assessment time. Additional study hours include private study, homework, practice etc.

### Total Qualification Time

| Guided Learning Hours | Additional Study Hours | Total Qualification Time | Credit Value at Level 1 |
|-----------------------|------------------------|--------------------------|-------------------------|
| 64                    | 26                     | 90                       | 9                       |

### Essential Requirements

BSL competence standards include requirements for candidates to have sufficient sight, manual dexterity, facial and body movements to produce and receive BSL. It is the responsibility of the centre to explain these requirements before accepting a candidate for this qualification.

### Qualification Objectives

At the end of the qualification, learners will be able to:

- Understand and use a limited range of simple words and sentences in BSL
- Take part in simple, everyday conversations in BSL
- Give and follow simple directions or instructions in BSL
- Give and follow simple familiar statements or descriptions in BSL

## Target Group

Level 1 Award in British Sign Language can be taken without any previous BSL experience at any level. This qualification allows learners to gain basic skills and confidence in the two areas of production and reception in BSL.

This qualification is suitable for those who:

- Want to learn basic language skills to communicate simple conversations with Deaf People
- Want to learn new language skills as part of a programme of study
- Want to progress to more advanced study and/or employment using BSL in the future
- Are studying for personal development
- Are parents, family, friends or colleagues of Deaf people

This qualification is suitable for all ages including pre 16.

## Progression Route

On completion of Signature Level 1 Award in British Sign Language, a wide range of further qualifications are available including:

- Signature Level 2 Certificate in British Sign Language
- Signature Level 3 Certificate in British Sign Language

# Unit BSL101 – Introduction to British Sign Language

(RQF Unit Number: F/502/4513)

## Unit Summary

To achieve this unit, learners must show they can understand and use basic language in everyday situations. You can meet and greet, understand basic conversation and numbers, give and follow simple directions and information.

Unit 101 is internally assessed by the teacher.

The recommended guided learning hours and 20 hours as show below:

| <b>Guided Learning Hours</b> | <b>Additional Study Hours</b> | <b>Total Qualification Time</b> | <b>Credit Value at Level 1</b> |
|------------------------------|-------------------------------|---------------------------------|--------------------------------|
| 64                           | 26                            | 90                              | 9                              |

| <b>Learning Outcomes</b>   | <b>Assessment Criteria</b>   |
|--|--|
| At the end of this unit, the successful candidate will:              | At the end of this unit the successful candidate will:   |
| 1. Understand and communicate basic conversation when meeting people | 1.1 Address, greet and take leave of another BSL user<br>1.2 Understand and produce fingerspelling (the manual alphabet) for names of people and places<br>1.3 Use and recognised strategies for asking for clarification<br>1.4 Use and recognise simple question forms |

|   |     |  |
|---|-----|--|
|   | 1.5 | Ask for and give relevant personal information about self and others                 |
| 2. Know basic numbers   | 2.1 | Recognise and use local numbers for:<br>a) people<br>b) time<br>c) money<br>d) dates |
| 3. Know different weather conditions and respond to questions about the weather | 3.1 | Describe a range of weather conditions   |
|   | 3.2 | Ask about the weather using a range of vocabulary                                    |
| 4. Know a range of transport modes  | 4.1 | Give and receive information about different ways of travelling                      |
| 5. Communicate a range of directions  | 5.1 | Give simple directions in places or buildings  |
|   | 5.2 | Ask for directions using a range of vocabulary                                       |

## Themes

|   |   |
|---|---|
|   | <b>1. Meeting people</b>  |
| <b>Meeting familiar people</b>                                    | Attracting attention, e.g. tapping and waving.<br>Informal ways of greeting familiar people e.g. Use of gesture; Hi! Alright? How are you? Haven't seen you for a while`                      |
| <b>Meeting unfamiliar people in familiar surroundings (eg the</b> | Attracting attention, e.g. tapping and waving.<br>Formal ways of greeting unfamiliar people.<br>Introducing oneself, e.g. Hello/good morning, welcome to my Deaf club. My name is Sarah, What |

|  |  |
|--|--|
| <b>sign class or in the deaf club)</b>                                       | is your name? Where are you from or Where do you live? I live in York. What's his/her/their name? Are you Deaf/hearing? I'm learning BSL. I am/am not Deaf/hearing   |
| <b>Meeting unfamiliar people in public places, shops, cafes, offices etc</b> | Asking if they require assistance. e.g. What do you want? What would you like me to do? Can I help? I am learning to sign/I sign a little. Who do you want to meet? Do you want black or white coffee?   |
| <b>Requesting clarification</b>  | When a response or question isn't understood, e.g. Again please. Sorry, I don't understand. What was that sign? Please write it down.<br><br>Using facial expressions when asking or responding to questions, or signaling affirmation and negation  |
| <b>Leave taking</b>  | Ending a basic conversation politely, e.g. Thank you, I must go, See you again, See you later, excuse me, goodbye.   |
| <b>Range of vocabulary could include:</b>                                    | <i>Hello, good morning, please, thank you, sorry, no, yes, name, first, second, surname, name sign, deaf, hearing, hard of hearing, deafened, not, me, you, us, them, your, my/mine, his, her, theirs, where, who, what, how, help, learn, BSL, sign, lot, little, see, meet, meet again, live where, do/don't understand, write, pen, paper, repeat, slowly, pleased, happy, see you later, excuse me, goodbye, sit, chair, drink, wait, arrive, leave, tea, coffee, milk, black, white, sugar, water</i> |
|  | <b>2. Using numbers</b>  |
| <b>Basic numbers</b>   | Counting 0-30 according to the learners area of learning   |
| <b>Range of vocabulary could include:</b>                                    | <i>Minutes, time, pounds, pence, days, weeks, months, years, people, first, second. (also see directions)</i>  |

|  |  |
|--|--|
|  | <b>3. Weather</b>  |
| <b>Commenting on the weather</b>   | <p>Asking about the weather, e.g. What's the weather like?</p> <p>Describing the weather e.g. It's not nice today, its raining and cold</p> <p>It is lovely today, nice and sunny not hot</p>                                  |
| <b>Range of vocabulary used in the context of 'weather' could include:</b> | <i>Hot, cold, warm, dry, nice, rain sun(ny), lovely, snow wind(y), lightening, freezing, cloudy</i>  |
|  | <b>4. Transport</b>  |
| <b>Describing different ways of travelling</b>                             | <p>Asking for and giving information about travel, e.g.</p> <p>How did you get here? Did you walk? I drove here.</p> <p>Where can I catch the bus? I came by train</p>   |
| <b>Range of vocabulary could include:</b>                                  | <i>Travel, walk, cycle, bike, car, drive, run, bus, train, airplane, how, arrive, leave, time, meet, when, where (also see meeting people)</i>   |
|  | <b>5. Directions</b>   |
| <b>Giving and describing simple directions</b>                             | <p>Giving and describing directions., e.g. The ladies toilets is upstairs, left at the second door. The lift is on the right. Go to the fourth floor. Go downstairs/upstairs. Who do you want to see? You need to ask.....</p> |
| <b>Asking for directions</b>   | <p>Where is the toilet? Where is David? How do I get to the café? Where is the drinks machine?</p>   |
| <b>Range of vocabulary could include:</b>                                  | <i>Toilet, exit, way out, stairs, lift, up, down, left, right, first, second, third, floor, upstairs, downstairs, ask, door, go, fire escape.</i>  |

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



## BSL UNIT 101 – INTRODUCTION TO BRITISH SIGN LANGUAGE

# ASSESSMENT SPECIFICATION

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

Assessment for this unit will be a basic conversation, between teacher and candidate. Teachers will create activities to cover all the learning outcomes (see page 1) which will be recorded on the Candidate Assessment Record (CAR) form provided (see page 7).

Candidates will show both productive and receptive skills for each item on the CAR form. More than one item can be demonstrated in one activity.

The centre will allocate an appropriate person to mark the assessment on the CAR forms. This person will probably work for the centre as their teacher-assessor and must complete the CAR form. External quality assurance will be carried out by Signature. A sample of assessments may be requested for this purpose. If an assessment has been chosen for quality assurance, the assessment must be recorded on a DVD and sent to Signature within seven days after the assessment.

The teacher-assessor can decide if the assessment will be carried out either on a continuous basis over the length of the unit, or at the end of the unit. It is not necessary to assess all assessment criteria, or all candidates, at the same time. If the assessment is carried out at the end of the teaching time or recorded for external quality assurance purposes it should be **no more than five minutes**.

When the assessment has finished the teacher-assessor should follow Signature regulations for instructions on returning paperwork.

**The pass mark for the assessment is 85%, i.e. 15/18.** Refer to page 6 for the guideline.

# Candidate Assessment Record Form – Unit BSL101

## GUIDELINES

|  | The candidate can use (Production) and recognise (reception) BSL in the following ways:   |  |
|--|---|--|
| Assessment Criteria  | Production achieved   | Reception achieved   |
| Greet/greeted in BSL   | Candidate to welcome the teacher  | Teacher to welcome the candidate and candidate to respond to show understanding  |
| Fingerspelling own name, receive others  | Candidate to fingerspell own name   | Candidate to understand teacher fingerspelling name and repeat   |
| Ask to repeat or clarify   | If this does not occur naturally, teacher needs to give a 'difficult' or unknown sign to allow candidate to ask for repetition or clarification | If this does not occur naturally, teacher needs to pretend not to understand and ask the candidate for repetition or clarification. Candidate must show understanding of this by repeating |
| Two questions on personal information – ask/receive  | Candidate must ask the teacher at least one question around personal information  | Teacher must ask the candidate at least one question around personal information. Candidate to answer question(s) correctly to show they have understood                                   |
| Numbers 0-30 – use/recognise describing/confirming/asking about people, time, money, dates | Candidate must sign at least one sign relating to numbers   | Teacher must sign at least one sign relating to numbers. Candidate must respond to show they have understood   |
| Two signs describing/asking about weather – use/recognise                                  | Candidates must sign at least one sign describing or asking about weather   | Teacher must sign at least one sign describing or asking about the weather. Candidate to respond to show they have understood  |
| Two signs on transport – describe/ask/recognise about, car, bus, train, walking            | Candidate must sign at least one sign describing or asking about transport  | Teacher to sign at least one sign describing or asking about transport. Candidate to respond to show they have understood  |
| Ask/give/receive simple directions   | Candidate must ask/give directions  | Teacher must give directions and candidate must repeat directions to show they have understood.  |
|  | Candidate must give directions when asked by the teacher  | Teacher must ask for directions  |
| Taking leave - use/recognise signs   | Candidate to take leave of teacher  | Teacher to end conversation politely and candidate to acknowledge  |

**Note: Candidates and teachers must use different signs to achieve both productive and receptive points. Eg. The teacher must sign a different number to the candidate.**

**Please see Teacher and Student Support Pack on IRIS for more guidance on how candidates can achieve the criteria.**

# CANDIDATE ASSESSMENT RECORD FORM

Name:

Session ID:

| Assessment Criteria   | See guidelines in BSL Specification |                    |
|---|-------------------------------------|--------------------|
|   | Production Achieved                 | Reception Achieved |
| The candidate can USE (Production) and RECOGNISE (Reception) BSL in the following ways:     |                                     |                    |
| Greet/greeted in BSL  |                                     |                    |
| Fingerspell own name, receive others  |                                     |                    |
| Ask to repeat or clarify  |                                     |                    |
| Two questions on personal information – ask/receive simple questions                        |                                     |                    |
| Numbers 0-30 – use/recognise, describing/confirming/asking about people, time, money, dates |                                     |                    |
| Two signs describing/asking about weather – use/recognise                                   |                                     |                    |
| Two signs on transport – describe/ask/recognise about car, bus, train, walking              |                                     |                    |
| Ask/give/receive simple directions  |                                     |                    |
| Taking leave – use/recognise signs  |                                     |                    |
| Number Achieved   |                                     |                    |
| Total/Result  |                                     |                    |
|   | <b>PASS</b>                         | <b>FAIL</b>        |

**Candidates and teachers must use different signs to achieve both productive and receptive points. For example, the teacher must sign a different number to the candidate.**

## Unit BSL102 – Conversational British Sign Language

(RQF Unit Number: J/504/0762)

### Unit summary

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

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

| Guided learning hours (GLH) | Additional study hours | Total learning time | Credit value at Level |
|-----------------------------|------------------------|---------------------|-----------------------|
| 22                          | 8                      | 30                  | 1<br>3                |

| Learning Outcomes  | Assessment Criteria  |
|--|--|
| At the end of this unit, the successful learner will                     | At the end of this unit, the successful learner can:   |
| 1. Be able to understand signed communication in a given range of topics | 1.1 Demonstrate understanding so conversation (at this level) flows<br>1.2 Answer questions correctly<br>1.3 Understanding fingerspelling and spell back   |
| 2. Use BSL to communicate in a given range of topics                     | 2.1 Sign at appropriate pace and flow<br>2.2 Use signing space correctly<br>2.3 Use facial expressions correctly and appropriately<br>2.4 Use placement correctly<br>2.5 Use BSL structure and order correctly<br>2.6 Use a range of vocabulary on:<br>a) describing people, animals, objects<br>b) Using numbers (up to 100)<br>c) Interests and activities |

|   |  |
|---|--|
|   | <p>d) Food and drink</p> <p>2.7 Produce signs with the correct hand shape, location/position, and direction/orientation</p> <p>2.8 Fingerspell correctly and appropriately</p> |
| 3. Be able to maintain a basic social conversation in BSL | 3.1 Take turns in a conversation, using eye contact and eye gaze   |

## Themes

1. **Describing people, animals and objects**  
Give, ask for and understand information about people, animals and objects:
  - size, colour and shape
  - location
2. **Interests and activities**  
Give, ask for and understand information about interests and activities of self and others
3. **Food and Drink**  
Give, ask for and understand information about food and drink

## Theme Content

1. **Describing people, animals and objects**  
**Describing people**  
Describing people e.g Sue is tall and slim, Jayne has red, curly hair. John is short and wears glasses

**Giving and receiving information about people** Giving information about people. Descriptions of people could include family and/or friends e.g. I have three brothers and two sisters. My son/daughter is still at school. Do you have a family? Are your children younger/older? I have two brothers, one is 16 and one is 18.

**Describing animals** Describing pets e.g. My dog is small, has long ears and a brown and white curly coat. What is your (pet) like? The rabbit is big and fluffy?

**Describing Objects/furniture** Describing objects in a room e.g. The box is big and green. What is it like?

**Locations** Describing where specific things are located e.g. Do you know where Sue is? The black cat with a white ear, have you seen it? Where's my ball? The book is on the top shelf on the right. The table is against the wall on the left side of the room. My blue bike is in the shed

**Using Numbers:** Count to 100 according to the learner's area of learning

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

**Range of Vocabulary could include** *Family, mother, father, parent(s), grandma, grandad, son, daughter, baby, brother, child(ren), friend, boyfriend, girlfriend, old, young, fair, dark, redhead, curly, straight, bald, beard, moustache, tall, jeans, skirt, dress, shorts, shoes, dog, cat, rabbit, goldfish, chair, desk, shelf, cupboard, computer, bed, sofa, TV, DVD, video, picture, room, door, window,*

*kitchen, living room, bedroom, bathroom, garden, garage, car, bike, ball, toy, left, right, school*

*Young, youngest, old, oldest, birthday, 21 years old.*  
*When is your birthday?*

## **2. Interests and activities**

### **Describing interests and activities in the home**

Give and asking about activities carried out by you and/or people you know in your home, e.g. My father likes gardening. I play the piano. My husband/wife washes the car every Sunday. Do you like computer games? My class starts at 7 pm every Tuesday evening.

### **Describing day to day activities of self and others**

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

### **Using Numbers:**

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

Ask for and give information in relation to money, e.g. how much is that? Is it £25, that is cheap/expensive.

Giving and asking for information about 'when' e.g. on Tuesday I got to the cinema. I visit my sister every year.

### **Range of vocabulary could include:**

*Interest, hobby, sport, football, jogging, keep-fit, cycling, gardening, holiday, day trip, seaside, beach,*



*cinema, deaf club, eat out, pub, youth club, night club, meeting, shopping, cooking, DIY, computer games*

*Early, late, morning, afternoon, evening, night, day, week, bed time now, before, past, present, future, o'clock, quarter-past, quarter-to, pounds and pence, change, how much?, cash, cheque, credit card, expensive, cheap, day, night, weeks, month, year, weekend, today, tomorrow, yesterday, every, weekly, regularly, next, last, what time we/you/they meet, leave when, arrive, January-December, days of the week*

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

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

### **Sharing information about food and drink**

#### **3. Food and Drink**

Favourite food and drink, food and drink at home, lunch breaks, special meals e.g. birthday cake.

Would you like a cup of tea? My friend made me a chocolate cake for my birthday. I bought a sandwich from the café. Can we meet for a drink after work/school? My favourite is fish and chips.

**Using number** Giving and asking the time. I'll meet you at 7 pm. I'll be home at 6.30 pm.

**Local numbering systems** Ask for and give information in relation to money, e.g. was that meal cheap/expensive.

**Age, telling the time, money, calendar information** Giving information about when you go for food and drink e.g. every week, every month.

**Range of vocabulary could include:** *Restaurant, café, breakfast, canteen, dining room, lunch, tea break, hot/cold food, pizza, curry, chips, salad, coke, orange juice, water, milk, sandwich, crisps, nuts, sweets, biscuits, cake, orange, banana, apple, drink, wine, beer, takeaway, Chinese food, Indian food, Italian food, fish and chips.*

*o'clock, quarter-past, quarter-to, pounds and pence, change, how much? cash, cheque, credit card, expensive, cheap, day, night, weeks, month, year, weekend, today, tomorrow, yesterday, every, weekly, regularly, next, last, what time, we/you/they meet, leave when, arrive when*

**Note:** Teachers using the examples of vocabulary provided in this unit will teach the appropriate signs or equivalents.

## Topics to be used for BSL102 Assessments

**All conversations for BSL102 must include references to numbers. You can use the theme content above to guide your assessment conversations.**

- Describe something or someone you know

- Talk about your Pet
- Discuss something you enjoy doing
- Discuss food and drink that you like or dislike

# ASSESSMENT SPECIFICATION

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

The teacher will have a 4-5 minute conversation with the candidate, based on a themes provided on Page 13. The conversation will allow candidates to show both productive and receptive skills covering the assessment criteria (see page 12).

The centre will pick a topic from a choice supplied on page 17 of this Qualification Specification on page 17.

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

### Assessment procedure

- The teacher will show the candidate to a chair or a spot to stand on.
- The teacher will check the camera and switch it on.
- The teacher will have a brief 'warm-up' with the candidate, i.e. How are you? Are you comfortable? This should be no longer than 10-20 seconds.
- The teacher will introduce themselves by giving their first name.
- The teacher will ask the candidate to fingerspell their full name to the camera.
- The candidate will fingerspell their full name to the camera; this should be given fully and clearly. **This will not be marked.**
- The teacher will ask the candidate which title has been selected.
- The candidate will sign the title; this should be given fully and clearly. **This will not be marked.**
- The conversation will start. The time of the assessment also starts.
- The conversation should be **between 4-5 minutes** in length.
- The teacher will end the conversation at an appropriate time, at no less than four minutes and no more than five minutes.

## Notes

- Candidates will fail if the assessment is finished under four minutes.
- Assessments over five minutes will not be marked from five minutes onwards.
- The conversation should focus mainly on the selected title chosen, but it is acceptable for the conversation to include wider vocabulary from elsewhere in the specification.
- The teacher and candidate may interrupt, ask for clarification or repetition at any point during the conversation.
- Marks will not be given if the candidate or the teacher uses SSE (Sign Supported English).
- Marks will not be given if the candidate or the teacher uses voice.

The recording of the candidate's assessment must not be edited/changed in anyway

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

## Assessment Timetable

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

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

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

All candidates must arrive in the waiting room together. For larger groups of candidates we recommend booking more than one assessment.

## Unit BSL103 – Communicate in British Sign Language about everyday life

(RQF Unit Number: F/504/0761)

### Unit summary

This unit covers the learner's receptive and productive skills. To achieve this unit, the learners must show limited range of vocabulary and can follow simple sentences and structures in BSL about everyday life. They will understand standard signing, with facial expression, signing space and placement.

**In this unit, the term 'everyday life' relates to work, school or college and other familiar routines, environments and activities.** Learners are expected to know and use BSL in their own environment. School pupils are not expected to know/use vocabulary relating to work. Adults are not expected to know/use the range of vocabulary relating to school, although they may need vocabulary for 'college' as well as work.

The recommended guided learning hours are 22 hours as shown below: Guided learning hours (GLH) Additional study hours Total learning time Credit value

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

| Guided learning hours (GLH) | Additional study hours | Total learning time | Credit value at Level |
|-----------------------------|------------------------|---------------------|-----------------------|
| 22                          | 8                      | 30                  | 1<br>3                |

| Learning outcomes   | Assessment criteria  |
|---|--|
| At the end of this unit, the successful learner will:   | At the end of this unit, the successful learner can:   |
| 1. Be able to understand signed communication and answer simple questions about everyday activities | 1.1 Demonstrate understanding so conversation (at this level) flows.<br>1.2 Answer questions correctly<br>1.3 Understand fingerspelling and spell back |

|   |  |
|---|--|
| <p>2. Be able to communicate in BSL using a simple range of vocabulary and signing structures</p> | <p>2.1 Sign at appropriate pace and flow.</p> <p>2.2 Use signing space correctly</p> <p>2.3 Use facial expression correctly when appropriate</p> <p>2.4 Use placement correctly</p> <p>2.5 Use BSL structure and order correctly</p> <p>2.6 Use a range of vocabulary on:</p> <p>a) Getting around</p> <p>b) Sharing information</p> <p>c) Weather</p> <p>d) Using numbers</p> |
| <p>3. Be able to take part in a basic conversation in BSL</p>                                     | <p>3.1 Take turns in a conversation, using eye contact and eye gaze.</p>   |

## Themes

1. **Getting around**  
 Give, ask for and understand directions in a building  
 Describe places and buildings  
 Travelling/methods of transport
2. **Sharing information**  
 Give, ask for and understand information about everyday life  
 Give, ask and understand information about people
3. **Weather**  
 Give, ask for and understand general comments about the weather  
 Describe different types of weather in context with everyday situations.

## Theme Content

### 1. Getting around

#### Describing people

Describing people e.g. Sue is tall and slim, Jayne has red, curly hair. John is short and wears glasses

#### Giving directions in a building

Giving directions in a familiar building, e.g. The office is downstairs. Take the first left and it is on your right. The second classroom is on the right. The ladies toilet is upstairs, down the corridor and the third door on your left

#### Asking for directions in a building

e.g., Do you know where the computer room? Is the workshop along here? Is the DIY department on the ground floor?

#### Describing places/buildings

Giving descriptions of familiar places/buildings, e.g. This school has three floors, and the classroom is on the first floor. The computer room has computers around three sides of the room and a whiteboard on the end wall

#### Travel

Giving and asking for information on travel and transport in relation to everyday activities, e.g., how do you get to school/work/college? I go by bus/car. The journey takes half an hour. There is a car park next to my office. The bus stop is across the road. I usually walk unless it's raining

### 2. Sharing information

#### Giving and asking for information about everyday life

Giving and asking for information about work, school or college. Information can include types of routines, education related activities, e.g. Where do you work? I work at? Which school do you go to? I am applying



for a job at/ I got to/ I am self-employed, I work as a volunteer for. Do you get paid monthly? My favourite subject is. Do you get a lot of homework?

**Giving information about people**

Giving and asking for information about people in context with everyday life, e.g. My sister is a teacher, My husband/wife works in an office. The head teacher is a tall man. My manager is 40 years old.

Giving and asking the time, e.g. I got up very early this morning, at 5 am. What time does this meeting finish? Let's meet in half an hour. What time is the next lesson?

**Asking for information about people**

Where does your partner work? What is your boss like? How many pupils are there in our class? Do you have an interpreter for meetings?

**Range of vocabulary could include**

*Job advert, apply, application form, interview, Access to Work, job centre, office, shop, factory, school, earn, pay, overtime, sick pay, pension, tax, classroom, subject, maths, English, teacher, homework, uniform, pocket money, report, desk, photocopier, till, counter, cashier, machine, calculator, phone, colleague, workmate, manager, meeting, administrator, cook, builder, painter, driver, cleaner, caretaker, head teacher, class, lesson, interpreter, policeman, nurse, doctor, dentist, retired, unemployed, student, self-employed, own business, volunteer.*

*Count to 100, thousand, millions, e.g. There are 300 people in my school. I need 15 boxes of paper. How many packets of crisps are in that box? There are*

33. *How long have you been at this school/worked here? One year, six months, three weeks, early, late, overtime, every day, shift, now, before, start, finish, term, calculator, 1-100, hundred, thousand, half, quarter, hour.*

### 3. Weather

#### Commenting on the weather

Making simple comments about the weather, e.g. it's not very nice today, the weather's awful! It is a lovely day today, ice and sunny. I like summer best. Isn't it a nice day.

#### Describing the weather in context to everyday life

The weather was terrible last Sunday. It was pouring down with rain. When I woke up this morning it was frosty and freezing. There was lots of ice on the ground. I had to drive slowly to work.

#### Range of vocabulary could include:

Hot, wind/y, thunder, cloudy, warm, cool, cold, nice, awful, sun, snow, rain, frost, freezing, spring, summer, autumn, winter.

Asking for and giving information about 'when', e.g. Do you work everyday? When are you back at school/work? I don't go to work on Thursdays. I went to work yesterday. Tomorrow is my day off. Term ends next week.

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

## Topics to be used for BSL103 Assessment

**All conversations for BSL103 must include reference to numbers. You can use the them content above to guide your assessment conversations.**

- Discuss something you do in your daily life
- Discuss something you do regularly
- Discuss how you travel
- Discuss your experience of the weather

# ASSESSMENT SPECIFICATION

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

The teacher will have a 4-5 minute conversation with the candidate, based on a themes provided on Page 13. The conversation will allow candidates to show both productive and receptive skills covering the assessment criteria (see page 12).

The centre will pick a topic from a choice supplied on page 27 of this Qualification Specification on page 27.

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

## Assessment procedure

- The teacher will show the candidate to a chair or a spot to stand on.
- The teacher will check the camera and switch it on.
- The teacher will have a brief 'warm-up' with the candidate, i.e. How are you? Are you comfortable? This should be no longer than 10-20 seconds.
- The teacher will introduce themselves by giving their first name.
- The teacher will ask the candidate to fingerspell their full name to the camera.
- The candidate will fingerspell their full name to the camera; this should be given fully and clearly. **This will not be marked.**
- The teacher will ask the candidate which title has been selected.
- The candidate will sign the title; this should be given fully and clearly. **This will not be marked.**
- The conversation will start. The time of the assessment also starts.
- The conversation should be **between 4-5 minutes** in length.
- The teacher will end the conversation at an appropriate time, at no less than four minutes and no more than five minutes.

## Notes

- Candidates will fail if the assessment is finished under four minutes.
- Assessments over five minutes will not be marked from five minutes onwards.
- The conversation should focus mainly on the selected title chosen, but it is acceptable for the conversation to include wider vocabulary from elsewhere in the specification.
- The teacher and candidate may interrupt, ask for clarification or repetition at any point during the conversation.
- Marks will not be given if the candidate or the teacher uses SSE (Sign Supported English).
- Marks will not be given if the candidate or the teacher uses voice.

The recording of the candidate's assessment must not be edited/changed in anyway

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

## Assessment Timetable

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

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

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

All candidates must arrive in the waiting room together. For larger groups of candidates we recommend booking more than one assessment.

## Level 1 Award in British Sign Language

Unit BSL 102/103

### ASSESSMENT CRITERIA

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

| Skills  | Assessment Criteria    | Points                      |  |  |  |   |     |
|---|------------------------|-----------------------------|--|--|--|---|-----|
|   |                        |                             | Pts  |  | Pts  |   | Pts |
| Comprehension<br>(candidate's receptive skills) | Understanding          | Little or no evidence shown | 0  | Can understand teacher about half of the time  | 2  | Understands teacher most of the time  | 4   |
|   | Questions              |                             | 0  | Two questions answered correctly   | 2  | Three or more questions answered correctly in BSL                                 | 4   |
|   | Fingerspelling         |                             | 0  | Teacher fingerspells word and candidate asks for one repetition then acknowledges by fingerspelling back | 1  | Candidate recognised fingerspelled word with no repetition and fingerspelled back | 2   |
| Production<br>(candidate's signing skills)      | Signing pace and flow  |                             | 0  | Candidate able to sign at correct pace and flow about half of the time                                   | 2  | Candidate able to sign at correct pace and flow most of the time                  | 4   |
|   | Signing space          |                             | 0  | Candidate able to use signing space correctly about half of the time                                     | 1  | Candidate able to use signing space correctly most of the time                    | 2   |
|   | Placement              |                             | 0  | Candidate used placement correctly twice.  | 1  | Candidate used placement correctly at least three times.                          | 2   |
|   | Non-manual features    |                             | 0  | Candidate used non-manual features correctly about half of the time                                      | 2  | Candidate used non-manual features correctly most of the time                     | 4   |
|   | Grammar/structure      |                             | 0  | Candidate used BSL structure and order correctly about half of the time                                  | 2  | Candidate used BSL structure and order correctly most of the time                 | 4   |
|   | Vocabulary             |                             | 0  | Candidate used a limited range of vocabulary   | 3  | Candidate used a wide range of vocabulary   | 6   |
|   | Handshape and movement | 0                           | Candidate used handshape and movement correctly about half of the time                 | 2  | Used handshape and movement correctly most of the time   | 4   |     |
|   | Fingerspelling         | 0                           | Candidate fingerspelled one word correctly using the correct form of letter on hand(s) | 1  | Candidate fingerspelled at least two different words correctly using the correct form of letter on hand(s) | 2   |     |
| Conversational skills                           | Turn-taking            | 0                           | Used turn-taking appropriately about half of the time                                  | 1  | Used turn-taking appropriately most of the time  | 2   |     |

**Note: Please see Teacher and Student Support Pack in IRIS for more guidance on how candidates can achieve the criteria.**

# Level 1 Award in British Sign Language

## Unit BSL 102 and 103

| UNIT 102 AND 103                           |                        |                   |   |   |   |                   |   |   |   |                   |   |   |   |                   |   |   |  |
|--|------------------------|-------------------|---|---|---|-------------------|---|---|---|-------------------|---|---|---|-------------------|---|---|--|
| Session Number                             |                        |                   |   |   |   |                   |   |   |   |                   |   |   |   |                   |   |   |  |
| Skills                                     | Assessment Criteria    | Candidate 1 Marks |   |   |   | Candidate 2 Marks |   |   |   | Candidate 3 Marks |   |   |   | Candidate 4 Marks |   |   |  |
| <b>Receptive Skills</b>                    | Understanding          | 0                 | 2 | 4 | 0 | 2                 | 4 | 0 | 2 | 4                 | 0 | 2 | 4 | 0                 | 2 | 4 |  |
|  | Questions              | 0                 | 2 | 4 | 0 | 2                 | 4 | 0 | 2 | 4                 | 0 | 2 | 4 | 0                 | 2 | 4 |  |
|  | Fingerspelling         | 0                 | 1 | 2 | 0 | 1                 | 2 | 0 | 1 | 2                 | 0 | 1 | 2 | 0                 | 1 | 2 |  |
| <b>Productive Skills</b>                   | Signing Pace and Flow  | 0                 | 2 | 4 | 0 | 2                 | 4 | 0 | 2 | 4                 | 0 | 2 | 4 | 0                 | 2 | 4 |  |
|  | Signing space          | 0                 | 1 | 2 | 0 | 1                 | 2 | 0 | 1 | 2                 | 0 | 1 | 2 | 0                 | 1 | 2 |  |
|  | Placement              | 0                 | 1 | 2 | 0 | 1                 | 2 | 0 | 1 | 2                 | 0 | 1 | 2 | 0                 | 1 | 2 |  |
|  | Non-manual features    | 0                 | 2 | 4 | 0 | 2                 | 4 | 0 | 2 | 4                 | 0 | 2 | 4 | 0                 | 2 | 4 |  |
|  | Grammatical structure  | 0                 | 2 | 4 | 0 | 2                 | 2 | 0 | 2 | 4                 | 0 | 2 | 4 | 0                 | 2 | 4 |  |
|  | Vocabulary             | 0                 | 3 | 6 | 0 | 3                 | 6 | 0 | 3 | 6                 | 0 | 3 | 6 | 0                 | 3 | 6 |  |
|  | Handshape and movement | 0                 | 2 | 4 | 0 | 2                 | 4 | 0 | 2 | 4                 | 0 | 2 | 4 | 0                 | 2 | 4 |  |
| Fingerspelling                             | 0                      | 1                 | 2 | 0 | 1 | 2                 | 0 | 1 | 2 | 0                 | 1 | 2 | 0 | 1                 | 2 |   |  |
| <b>Conversational</b>                      | Turn-taking            | 0                 | 1 | 2 | 0 | 1                 | 2 | 0 | 1 | 2                 | 0 | 1 | 2 | 0                 | 1 | 2 |  |
| <b>TOTAL SCORE</b>                         |                        |                   |   |   |   |                   |   |   |   |                   |   |   |   |                   |   |   |  |
| <b>If zero score – give correct reason</b> | Off topic              |                   |   |   |   |                   |   |   |   |                   |   |   |   |                   |   |   |  |
|  | Under Time             |                   |   |   |   |                   |   |   |   |                   |   |   |   |                   |   |   |  |
| <b>Other</b>                               | Not Assessed           |                   |   |   |   |                   |   |   |   |                   |   |   |   |                   |   |   |  |
| <b>Fingerspelling Receptive</b>            |                        |                   |   |   |   |                   |   |   |   |                   |   |   |   |                   |   |   |  |
| <b>Fingerspelling Productive</b>           |                        |                   |   |   |   |                   |   |   |   |                   |   |   |   |                   |   |   |  |

Assessor Name:

Date:

## RESOURCE LIST

Here are some useful resources that will help you with your studies:

- Action Deafness Books - [www.actiondeafnessbooks.org.uk/](http://www.actiondeafnessbooks.org.uk/)
- Signature's BSL Online Homework - [www.bslhomework.org.uk/](http://www.bslhomework.org.uk/)
- Signature's Homework DVDs – <http://shop.signature.org.uk/>
- ITV Signpost - [www.signpostbsl.com/](http://www.signpostbsl.com/)
- Sign Station - [www.signstation.org/](http://www.signstation.org/)





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