

Signature



# Qualification Specification

Level 3 Certificate in Irish Sign  
Language (ISL33a)

QAN: 610/4043/5

# QUALIFICATION SPECIFICATION

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

(QAN: 610/4043/5)

(Signature Qualification Reference ISL33a)

### Qualification Aim and Objectives

Achieving this qualification means that learners will be able to understand and use varied ISL in a range of work and social situations.

The assessment criteria is taken from the UK Occupational Language Standards (Instructus 2013) at Level 3 ('Varied' language use). These standards 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).

It caters for the learning needs of those who already have competence in ISL at Level 2 and are interested in developing their skills and knowledge.

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 qualification 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.

The Learning Outcomes for this qualification are:

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

## Qualification Structure

Learners must demonstrate both receptive and productive ISL skills at level 3, in all six topics that make up this qualification on page? The assessments required of this qualification are:

- 3ASS1i – Formal Presentation
- 3ASS2i – Informal Conversation
- 3ASS3i – Receptive Skills

ISL is naturally used in two-way interactions (discussions, conversations, debates etc.), as well as one-way interactions (monologues, presentations etc.). The learner 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 qualification has a credit value of 25, which is 250 hours of learning in total. The Guided Learning Hours (GLH) are 150. **Guided learning hours means time the learner is timetabled for face-to-face contact and should include: NB Zoom/teams etc is defined for these purposes as face-to-face.**

Examples of activities could include:

- Classroom based teaching
- Individual or group tutorials.
- Feedback or observed practice
- Assessments

A summary of the hours are shown below:

| Guided learning hours (GLH) | Additional study hours | Total Qualification Time | Credit value |
|-----------------------------|------------------------|--------------------------|--------------|
| 150                         | 100                    | 250                      | 25           |

## Pre-Qualification Requirements

Learners must demonstrate competence in ISL at level 2.

ISL standards include requirements for learners to have sufficient sight, manual dexterity, facial and body movement to produce and receive ISL.

It is the responsibility of the centre to ensure both of these requirements have been met before accepting a learner 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. This includes:

- Support and guidance to meet individual learners needs, especially for any reasonable adjustments.
- Appropriate learner focused policies and procedures
- Knowledge of additional resources for learners outside of the Guided Learning Hours (GLH).

## Centre Staffing

Centres should have suitable, qualified, teachers and support team. The teachers 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 the use, interpretation and explanation of ISL grammar

## Support provided to learners during their course

Before the start of the course learners should be given:

- Information on the course content
- advice on the assessment methods
- information on reasonable adjustments.
- information on guided learning hours,

- details of ongoing support they may have access to
- information on tutorials and the range of teaching materials that will be available to support their learning.

## 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

Learners are expected to use and understand varied language, which also includes the ability to use and understand a varied range of grammatical content listed in this Qualification, across all of the assessments.

This qualification is not unitised, and is designed to assess the learner's ability to use their productive and receptive skills to engage in all types of social and some professional interaction.

Learners are also expected to use their receptive skills to understand sustained signed discourse, delivered at the appropriate speed.

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

| Learning outcomes  | Assessment criteria   |
|--|---|
| The learner will:  | The learner 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. Learners must:<br>a) express opinions, beliefs and facts<br>b) express a varied range of feelings<br>c) give formal instructions and advice<br>d) respond to and make requests or enquiries<br>e) convey humour<br><br>1.2 Adapt own language appropriately to the situation using the correct ISL order and Non-Manual Features: Learners must:<br>a) adapt the style and register of language used<br>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: Learners must:</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 learners do not use ISL sign order and NMF correctly throughout they will be given a zero for that assessment criteria.**

## 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.



## 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:

- 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 aspect.

# ASSESSMENT SPECIFICATION

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

| Assessment                     | Assessment method | Duration             |
|--------------------------------|-------------------|----------------------|
| 3ASS1i - Formal Presentation   | External          | 8-10 mins            |
| 3ASS2i - Informal Conversation | External          | 10-12mins            |
| 3ASS3i - Receptive skills      | External          | 1 hour approximately |

## 3ASS1i – Formal Presentation

3ASS1i is a formal presentation by the learner to their teacher.

### Notes:

- Three topic titles will be issued to the centre, within the session on IRIS, **21 days** before the assessment date
- The learner must choose one topic from a choice of three titles provided. They will have **14 days** to prepare for the presentation.
- **Learners must choose a different topic area to what they chose for the conversation**
- They and should cover the assessment criteria in Learning Outcome 1 and 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. Learners can score between 0 to 10 points for each assessment criteria. If learners receive a 0, 1 or 2 marks in any of the criteria, this is a fail.

### Assessment Procedure:

- The learner **and** teacher must both be viewable in the viewing frame of the camera and all ISL features fully visible.
- The learner must fingerspell their name clearly to the camera. **This is not**

**marked as part of the assessment and is not included in the 8-10 minute assessment timing.**

- The learner must sign their chosen topic in full. **This is not marked as part of the assessment and is not included in the 8-10 minute assessment timing.**
- The learner will sign their presentation in ISL to the teacher. **This is when the time of the assessment starts.**
- Any assessment under 8 minutes will be marked as 0 and Fail. Any assessment over 10 minutes will be marked up to 10 minutes and the remainder disregarded.
- If the learner is struggling the teacher can prompt no more than **TWICE** during the presentation. The teacher must not help the learner 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 learner will be marked as not assessed.**

Learners will fail their assessment if their presentation is off topic or does not include Deaf issues.

**The pass mark for the presentation is 60% (30 out of 50).**

## 3ASS2i – Informal Conversation

3ASS2i is an informal conversation between the learner and the teacher.

### Notes:

- Three topic titles will be issued to the centre, within the session on IRIS, 5 days before the assessment date.
- The learner must choose one topic from a choice of three topics provided.
- **Learners must choose a different topic area to what they chose for the presentation**
- The learner and teacher will have 30 minutes to prepare for the conversation, together. During this time the learner 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. Learners can score between 0 to 10 points for each assessment criteria. If learners receive a 0, 1 or 2 marks in any of the criteria, this is a fail
- The conversation should be carried out so that the learner signs for at least 60% of the time, and the teacher 40% of the time.

### Assessment Procedure:

- The learner **and** teacher must both be viewable in the viewing frame of the camera and all ISL features fully visible.
- The learner must fingerspell their name clearly to the camera. **This is not marked as part of the assessment and is not included in the 10-12 minute assessment timing.**
- The learner must sign their chosen topic in full. **This is not marked as part of the assessment and is not included in the 10-12 minute assessment timing.**
- The learner 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 be marked as 0 Fail. Any assessment over 12 minutes will be marked up to 12 minutes and the remainder disregarded.
- Learners will fail their assessment if their conversation is off topic or does not include Deaf issues.

**The pass mark for the presentation is 60%. (30 out of 50)**

**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.**

### **3ASS3i – Receptive skills**

3ASS3i is a receptive skills task where the learner 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 1 hour 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.
- Learners will write their answers on assessment papers provided by Signature or ISL users can sign their answers to camera.
- Each question will test the learner against the assessment criteria in Learning Outcome 3
- The assessment must not be stopped at any time during the assessment and it must not be repeated.
- Learners can make notes throughout the assessment, but should take care that note-taking does not distract them from watching the assessment recording. **Note sheets are part of the assessment paper and must be securely destroyed after the assessment.**

**The pass mark for the receptive skills assessment is 60% (18 out of 30).**

## Order of the assessment recording:

|                                   |
|-----------------------------------|
| Watch Synopsis                    |
| Watch Part 1 Questions            |
| Watch Part 1 Story                |
| Watch Part 1 Story                |
| Watch and Answer Part 1 Questions |
| Watch Part 2 Questions            |
| Watch Part 2 Story                |
| Watch Part 2 Story                |
| Watch and Answer Part 2 Questions |
| Watch Part 3 Questions            |
| Watch Part 3 Story                |
| Watch Part 3 Story                |
| Watch and Answer Part 3 Questions |

## Marking Criteria for external 3ASS1i and 3ASS2i

### Signature Level 3 Certificate in ISL

|   | 1-2  | 3-4  | 5-6   | 7-8  | 9-10   | Mark |
|---|--|--|---|--|--|------|
| <b>1.1 Initiate and maintain dialogue</b> | <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> |      |

|   |  |  |   |   |  |
|---|--|--|---|---|--|
| <b>1.2 Adapt own language appropriately</b> | 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 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                          | Recognises and uses a varied range of signed and non-verbal turn-taking conventions with good success and some minor errors.  | Uses accurate ISL order and NMF throughout   |
|   |  |  | Uses accurate ISL order and NMF half the time but slips into SSE sometimes  | Uses accurate ISL order and NMF most of the time  |  |
|   |  |  |   |   |  |

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

|   | 1-2   | 3-4   | 5-6   | 7-8   | 9-10   |
|---|---|---|---|---|--|
| <b>2.1 Use commonly used verb forms</b> | 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   |  |
|---|--|---|--|---|--|--|
| 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> |  |

\*not assessed in the presentation

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

## 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 learner is before you start breaking down the criteria

|  | <b>Yes/No</b> | <b>Comments</b> |
|--|---------------|-----------------|
| Is the learner using clear, natural ISL?   |               |                 |
| Can you understand the learner's ISL most of the time?   |               |                 |
| Is the learner using SSE too often?  |               |                 |
| Does the learner have too many phonological errors with HOLMN?<br>(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?<br>(3ASS2)                                     |               |                 |

| Assessment criteria/grammar   | Learner is using well (√) | Learner 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<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9<br>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 –<br>3ASS1 formal<br>3ASS2 informal                          |                           |                               |             | 1<br>2<br>3<br>4<br>5<br>6<br>7<br>8<br>9<br>10 |          |
| Turn-taking (signed and non verbal)                                   |                           |                               |             |   |          |

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

| Assessment criteria/grammar   | Learner is using well (√) | Learner 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<br>2<br>3       |          |
| Negation and affirmation <b>using appropriate NMF and ISL order</b> |                           |                               |             | 4<br>5<br>6       |          |
| Signing space/placement and referencing                             |                           |                               |             | 7<br>8<br>9<br>10 |          |
| Total marks   |                           |                               |             |                   |          |

Under time

Off topic

Other comments



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