

# Qualification Specification

Level 4 Certificate in British Sign  
Language (RQF)

603/5483/5

# QUALIFICATION SPECIFICATION

## Signature Level 4 Certificate in British Sign Language (RQF)

(QAN: 603/5483/5)

(Signature Qualification Reference BSL42)

### Qualification Aim and Objective

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

The assessment criteria is taken from the UK Occupational Language Standards (Instructus 2013) at Level 4 ('Extended' language use). These standards are equivalent to those for Modern Foreign Languages at AS and A2 level. The qualification is at Level 4 on the Qualification & Credit Framework (RQF), Advanced Level on the Language Ladder, and Level B2/C1 on the Common European Framework (CEFR).

The learner will develop an advanced knowledge of the structure and function of British Sign Language and an understanding of the Deaf Community and Deaf Culture.

The Level 4 Certificate in British Sign Language (BSL) meets the learning needs of those who already have competence in British Sign Language at Level 3 and are interested in developing their skills and knowledge. It is designed for those who work with, or want to work with, Deaf people (e.g. social workers, teachers of the Deaf, voluntary workers, workers within Deaf organisations, schools, etc.), and those who wish to expand their knowledge and skills in British Sign Language.

The Learning Outcomes for this qualification are:

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

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

LO3 – Understand sustained signed communication containing extended language

## Qualification Structure

Learners must demonstrate both receptive and productive BSL skills at Level 4, in all six topics that make up this qualification. The assessments required of this qualification are:

4ASS1 – Formal Presentation

4ASS2 – Informal Conversation

4ASS3 – Receptive Skills

In addition to the 3 external assessments above, learners are required to work through a coursework file in which they will complete an additional 3 formative assessments.

These assessments are informal discussions with native BSL users in the Deaf community, and will be marked by the teacher. The centre should keep the coursework file for external moderation purposes. Please see Teacher and Student Support Pack for more information on coursework.

BSL is naturally used in two-way interactions (discussions, conversations and debates), 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 assessment this qualification is by covering both receptive and productive skills together.

## Total Qualification Time

The qualification has a credit value of 30, which is 300 hours of learning in total. The Guided Learning Hours (GLH) are 180. **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

The study hours are shown below:

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value
180	120	300	30

## Pre-Qualification Requirements

Learners must demonstrate competence in BSL at Level 3.

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

It is the responsibility of the centre to ensure both of these requirements have been met before accepting a learner for this qualification.

**This qualification is listed as appropriate for learners aged 19 and over.**

## 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 learning 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).
- Procedures for ensuring review and revision in accordance with contemporary issues.

## 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 BSL 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 BSL 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 (GLH)
- 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 6 Certificate in British Sign Language
- Signature Level 6 Diploma in Sign Language Interpreting and Translation

# QUALIFICATION CONTENT

Learners are expected to use and understand extended language which also includes the ability to use and understand an extended range of grammatical content listed in this Qualification, across all 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 extended social interaction

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

LO3 – Understand sustained signed communication containing extended language

Learning outcomes	Assessment criteria
The learner can	The learner can:
1. Use receptive and productive skills to engage in extended social interaction.	1.1 Initiate and maintain dialogue delivered at normal speed using the correct BSL order and Non-Manual Features: <ul style="list-style-type: none"> <li>a) recognise and respond to arguments and lines of reasoning</li> <li>b) express opinions, beliefs and facts</li> <li>c) respond to and make requests, enquiries and comments</li> <li>d) give detailed instructions and advice</li> <li>e) express an extended range of feelings and needs</li> <li>f) convey humour</li> </ul> 1.2 Adapt own language appropriately to the situation using the correct BSL order and Non-Manual Features; <ul style="list-style-type: none"> <li>a) adapt the style and register of language used</li> <li>b) contribute spontaneously to all forms of dialogue</li> <li>c) use and understand an extended range of signed and non-verbal turn-taking conventions</li> </ul>

<p>2. Maintain fluency, grammatical accuracy and coherence in sustained contributions containing extended language.</p>	<p>2.1 Use commonly used verb forms using the correct BSL order and Non-Manual Features to express:</p> <ul style="list-style-type: none"> <li>a) an extended range of timeframes</li> <li>b) an extended range of aspect</li> <li>c) an extended range of moods and modal verbs</li> </ul> <p>2.2 Use and understand an extended range of vocabulary, including some technical language, using the correct BSL 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 numerical terms and statistics</li> <li>c) use accurate and appropriate fingerspelling</li> <li>d) use accurate phonology and articulation</li> <li>e) use paraphrasing effectively to express unfamiliar terms</li> </ul> <p>2.3 Use an extended range of sentence structures using the correct BSL order and Non-Manual Features to link concepts and to support pace, clarity and cohesion;</p> <ul style="list-style-type: none"> <li>a) Use an extended range of interrogative constructions</li> <li>b) Use an extended range of negative constructions</li> <li>c) Use eye gaze appropriately within grammatical structures</li> <li>d) Use syntactic, topographic and hierarchical space</li> </ul>
<p>3. Understand sustained signed communication containing extended language</p>	<p>3.1 Understand the overall meaning and pick out the key points/specific details of sustained presentations containing extended language</p> <p>3.2 Recognise and distinguish facts, beliefs and opinions in sustained presentations containing extended language</p> <p>3.3 Respond to key information, important themes and ideas from sustained monologues and dialogues containing extended language</p> <p>3.4 Use own knowledge of the context to work out the meaning of unfamiliar signs in familiar situations</p> <p>3.5 Use contextual, grammatical and vocabulary clues to respond to the signer's feelings, attitude and intentions</p> <p>3.6 Understand fingerspelling when delivered at normal speed.</p> <p>3.7 Understand all common variations in articulation/regional forms</p>

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

## Topics

Employment and Business

Education

Health and Wellbeing

Society and Politics

Science and Technology

Media and Culture

## Vocabulary

Upon successful completion of this qualification, the learner will be able to demonstrate the ability to use and understand an extended range of vocabulary, including some unfamiliar language and an extended range of common regional variations, relating to the topics listed in the qualification. Some examples of vocabulary are listed in the Teacher and Student Support Pack on IRIS.



## Knowledge and Understanding

Knowledge and understanding is not assessed separately, but through the achievement of the assessment criteria.

K1 Manage extended social interactions, including all culturally appropriate signed and non-verbal turn-taking conventions

K2 Understand common and some complex information and extract an extended range of details and the general meaning from presentations, talks and discussions

K3 Understand and make common and some complex enquiries, comments and responses

K4 Follow and respond to common and detailed requests, instructions, advice

K5 Understand and convey humour

K6 Understand and express opinions, beliefs, facts and distinguish them from other information

K7 Identify and express an extended range of feelings and needs

K8 Understand all common regional variations

K9 Use different styles and register, some technical language and a broad range of general vocabulary, including numerical terms, appropriately to the context

K10 Find alternative ways to express unfamiliar terms

K11 Maintain fluency, grammatical accuracy and coherence in sustained contributions, including accurate articulation and stress

K12 Understand and use an extended range of grammatical structures, including interrogative and negative constructions

K13 Understand and use an extended range of verb forms, including timeframes, aspects and moods

# ASSESSMENT SPECIFICATION

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

Assessment	Assessment method	Duration
4ASS1 - Formal presentation	External	10-12 mins
4ASS2 - Informal conversation	External	12-14 mins
4ASS3 - Receptive skills	External	1 hour 15 mins approximately

In addition to the 3 external assessments above, learners are required to work through a coursework file in which they will complete an additional 3 formative assessments. These assessments are informal discussions with native BSL users in the Deaf community, and will be marked by the teacher. The centre should keep the coursework file for external moderation purposes. Please see Teacher and Student Support Pack for more information on coursework.

Learners must achieve a PASS in each of the above assessments in order to achieve the qualification.

## 4ASS1 – Formal Presentation

4ASS1 is a formal presentation by the learner to their teacher.

### Notes:

- Three topics will be issued to the centre, within the session on IRIS, **21 days** before the assessment
- 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 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 and 10 points for each assessment criteria. If learners receive a 0, 1 or 2 marks in any of the criteria, this is a fail.

In order to meet the criteria for 1.2 c) signed and non verbal turn taking conventions, in the presentation, the learner is required to demonstrate the ability to respond to their teacher and modify their language and style appropriately. Indicators from the teacher 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 learner is able to recognise these cues and modify their language appropriately or expanding on what they are discussing. For example, if the teacher looks confused then the learner should be able to recognise this and change their language or style to deal with this, such as repeating, paraphrasing or checking back with the teacher that they understand.

#### **Assessment Procedure:**

- The learner **and** teacher must both be viewable in the viewing frame of the camera and all BSL 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 sign their presentation in BSL to the teacher. **This is when the time of the assessment starts.**
- Any assessment under 10 minutes will be marked as 0 and Fail. Any assessment over 12 minutes will be marked up to 12 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 0 and Fail.**
- Learners will fail their assessment if their presentation is off topic or does not include deaf issues.

**The pass mark for the presentation is 30 out of 50, ie 60%.**

## 4ASS2 – Informal Conversation

4ASS2 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 and 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 learners 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 BSL 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 12-14 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 12-14 minute assessment timing.**
- The learner will then start the conversation. **This is when the time of the assessment starts.**
- Any assessment under 12 minutes will be marked as 0 and Fail. Any assessment over 14 minutes will be marked up to 14 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 conversation 30 out of 50, ie 60%.**

## Examples of presentation and conversation topic titles –

- Deaf culture v hearing culture
- What difficulties do Deaf children face in education?
- Barriers Deaf people face in society

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

## 4ASS3 – Receptive skills

4ASS3 is a receptive skills task where the learner be assessed on their understanding of a two-way conversation on one or more of the topics in the Qualification Specification.

### Notes:

- The receptive clip will be approximately 1 hours 15 minutes long.
- The learner will watch a brief summary of the conversation in BSL at the beginning of the assessment recording.
- The story will be split into 4 parts.
- Each part will have questions signed in BSL.
- Learners will write their answers on assessment papers provided by Signature or BSL users can sign their answers to camera.
- Each question will test the learner against the assessment criteria in Learning Outcome 3.
- The assessment recording 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 24 out of 40 ie 60%**

### **Order of assessment recording:**

- Watch short synopsis in BSL
- Watch Part 1 questions
- Watch Part 1
- Watch and answer Part 1 questions
- Watch Part 2 questions
- Watch Part 2
- Watch and answer Part 2 questions
- Watch Part 3 questions
- Watch Part 3
- Watch and answer Part 3 questions
- Watch Part 4 questions
- Watch Part 4
- Watch and answer Part 4 questions

## BSL42 EXTERNAL MARKING GUIDANCE - SOCIAL INTERACTION (LO1 20 MARKS)

	1-2	3-4	5-6	7-8	9-10	Marks
1.1 Initiate and Maintain Dialogue	<p>Attempts to produce, recognise and respond to arguments and follow lines of reasoning with limited success and frequent errors.</p> <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 extended language with frequent and significant errors.</p> <p>Attempts to express and extended range of feelings and needs, using a very limited range of extended language.</p> <p>Attempts to convey humour with difficulty.</p> <p>Attempts to use appropriate NMF and BSL Order with difficulty, uses SSE mostly.</p>	<p>Produces, recognises and responds to arguments and follow lines of reasoning with limited success and frequent errors.</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 extended language with frequent and significant errors.</p> <p>Expresses an extended range of feelings and needs with limited success, using a limited range of extended language.</p> <p>Conveys humour with limited success.</p> <p>Uses accurate BSL order and NMF half the time but slips into SSE frequently.</p>	<p>Produces, recognises and responds to arguments with good flexibility and follow lines of reasoning with some success and frequent, yet minor, errors.</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 extended language with frequent but minor errors.</p> <p>Expresses an extended range of feelings and need with some success, using a sufficient range of extended language.</p> <p>Conveys humour with some success.</p> <p>Uses accurate BSL order and NMF half the time but slips into SSE rarely.</p>	<p>Produces, recognises and responds to arguments with good flexibility and follow lines of reasoning with some minor errors.</p> <p>Mostly successful in expressing opinions, beliefs and facts.</p> <p>Creates and responds to requests/enquiries* and provides instructions/advice, with good flexibility, using a range of extended language with some minor errors.</p> <p>Expresses an extended range of feelings and needs with some success and minor errors.</p> <p>Successfully conveys humour most of the time.</p> <p>Uses accurate BSL order and NMF most of the time.</p>	<p>Produces, recognises and responds to arguments and follows lines of reasoning with some minor errors.</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 extended language with complete accuracy.</p> <p>Expresses a broad range of feelings and needs using extended language.</p> <p>Conveys humour with ease and complete success.</p> <p>Uses accurate BSL order and NMF throughout.</p>	

\* not assessed in the presentation

	1-2	3-4	5-6	7-8	9-10	Marks
1.2 Adapt own language appropriately	<p>Attempts to use the appropriate style and register for the situation with difficulty and demonstrates a very limited range of extended language for style and register.</p> <p>Attempts to contribute spontaneously to most forms of dialogue with very limited success.</p> <p>Attempts to recognise and use a range of signed and non-verbal turn-taking conventions with limited success and frequent significant errors.</p> <p>Attempts to use appropriate NMF and BSL order correctly with difficulty, uses SSE most of the time.</p>	<p>Attempts to use the appropriate style and register for the situation and to demonstrate a limited range of extended language for style and register with limited success.</p> <p>Contributes spontaneously to some forms of dialogue with limited success. *</p> <p>Recognises and uses an extended range of signed and non-verbal turn-taking conventions with limited success and frequent errors.</p> <p>Uses accurate BSL order and NMF half the time but slips into SSE too often.</p>	<p>Attempts to use the appropriate style and register for the situation and to demonstrate a range of extended language for style and register with some success but frequent minor errors.</p> <p>Contributes spontaneously to most forms of dialogue with some success. *</p> <p>Recognises and uses an extended range of signed and non-verbal turn-taking conventions with some success and frequent but minor errors.</p> <p>Uses accurate BSL order and NMF half the time but slips into SSE sometimes.</p>	<p>Recognises the appropriate style and register for the situation and demonstrates a sufficient range of extended language used for style and register with some minor mistakes.</p> <p>Contributes spontaneously to most forms of dialogue with minor errors.</p> <p>Recognises and uses an extended range of signed and non-verbal turn-taking conventions with good success and some minor errors.</p> <p>Uses accurate BSL order and NMF most of the time.</p>	<p>Recognises the appropriate style and register for the situation and demonstrates a wide range of extended language used for styles and register.</p> <p>Contributes spontaneously to all forms of dialogue. *</p> <p>Recognises and uses an extended range of signed and non-verbal turn-taking conventions with success and accuracy.</p> <p>Uses accurate BSL order and NMF throughout.</p>	

\* not assessed in the presentation



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

	1-2	3-4	5-6	7-8	9-10	Marks
<p>2.2</p> <p>Use and understand extended vocabulary</p>	<p>Attempts to use and understand a limited range of productive and established lexicons, including classifiers and attempts to convey basic meaning with frequent errors.</p> <p>Attempts to use basic numerical terms and statistics with frequent significant errors.</p> <p>Attempts to use fingerspelling with frequent and significant errors/less than 5 characters long.</p> <p>Maintains very limited control over phonology and articulation over short periods with frequent and significant errors.</p> <p>No attempt to use or understand paraphrasing.</p> <p>Attempts to use appropriate NMF and BSL order correctly, uses SSE most of the time.</p>	<p>Uses and understands a limited range of productive and established lexicons, including classifiers but struggles to discuss extended topics.</p> <p>Uses a limited range of numerical terms and statistics with frequent and some significant errors.</p> <p>Uses fingerspelling (at least 5 characters long) with frequent and some significant errors. Maintains limited control over phonology and articulation over short periods with frequent and some significant errors.</p> <p>Rarely attempts to use or understands paraphrasing.</p> <p>Uses accurate BSL order and NMF half the time but slips into SSE too often.</p>	<p>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 and frequent minor errors.</p> <p>Uses a sufficient range of numerical terms and statistics with some errors.</p> <p>Uses fingerspelling (at least 5 characters long) with limited appropriateness and accuracy and with frequent but minor errors. Maintains mixed control over phonology and articulation over extended periods with frequent but minor errors.</p> <p>Paraphrases mostly effectively to express unfamiliar terms with frequent minor errors.</p> <p>Uses accurate BSL order and NMF half the time but slips into SSE sometimes.</p>	<p>Uses and understands an extended range of productive and established lexicons, including classifiers, with occasional inappropriate choices and some minor errors.</p> <p>Uses an extended range of numerical terms and statistics with some minor errors.</p> <p>Uses fingerspelling (at least 5 characters long) mostly accurately and appropriately with some minor errors.</p> <p>Maintains good control over phonology and articulation over extended periods with some minor errors.</p> <p>Paraphrases effectively to express unfamiliar terms with some minor errors.</p> <p>Uses accurate BSL order and NMF most of the time.</p>	<p>Uses and understands the full range of productive and established lexicons, including classifiers, with complete success and consistent grammatical accuracy.</p> <p>Uses an extended range of numerical terms and statistics with accuracy and complete success.</p> <p>Uses fingerspelling (at least 5 characters long) with complete accuracy and appropriateness.</p> <p>Maintains complete control over phonology and articulation over extended periods.</p> <p>Paraphrases effectively to express unfamiliar terms with complete success.</p> <p>Uses accurate BSL order and NMF throughout.</p>	

	1-2	3-4	5-6	7-8	9-10	Marks
2.3 Use an extended range of sentence structure	<p>Attempts to use a range of interrogative constructions with limited success, frequent and significant errors.</p> <p>Attempts to use a range of negative constructions with limited success, frequent and significant errors.</p> <p>Attempts to use eye gaze appropriately within grammatical structures with significant and frequent 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 BSL order correctly, uses SSE most of the time.</p>	<p>Uses an extended range of interrogative constructions with limited success and frequent errors.</p> <p>Uses an extended range of negative constructions with limited success and frequent errors.</p> <p>Uses eye gaze appropriately within grammatical structures 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 BSL order and NMF half the time but slips into SSE too often.</p>	<p>Uses an extended range of interrogative constructions with frequent minor errors.</p> <p>Uses an extended range of negative constructions with frequent minor errors.</p> <p>Uses eye gaze appropriately within grammatical structures with frequent minor errors.</p> <p>Use syntactic (placement and referencing), topographic and hierarchical space with frequent minor errors.</p> <p>Uses accurate BSL order and NMF half the time but slips into SSE sometimes.</p>	<p>Uses an extended range of interrogative constructions with some minor errors.</p> <p>Uses an extended range of negative constructions with some minor errors.</p> <p>Uses eye gaze appropriately within grammatical structures with some minor errors.</p> <p>Use syntactic (placement and referencing), topographic and hierarchical space with some minor errors.</p> <p>Uses accurate BSL order and NMF most of the time.</p>	<p>Uses an extended range of interrogative constructions with complete success.</p> <p>Uses an extended range of negative constructions with complete success.</p> <p>Uses eye gaze appropriately within grammatical structures with complete success.</p> <p>Uses syntactic (placement and referencing), topographic and hierarchical space completely successfully.</p> <p>Uses accurate BSL order and NMF throughout.</p>	

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

## Level 4 BSL 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 BSL?		
Can you understand the learner's BSL most of the time?		
Is the learner using SSE too often?		
Does the learner have too many phonological errors with HOLMN? (handshapes, orientation, location, movement, NMF)		
Is the conversation one-sided and teacher signs too much? (4ASS2)		
Is the teacher using SSE or too much English during the conversation? (4ASS2)		





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