

Signature



Qualification Specification

Signature Level 6 Certificate in British Sign
Language (RQF)

603/4072/1

QUALIFICATION SPECIFICATION

Signature Level 6 Certificate in British Sign Language (RQF)

(QAN: 603/4072/1)

(BSL62)

Qualification aim and Objective

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

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

Upon successful completion of this qualification, learners will be able to demonstrate language skills equivalent to an undergraduate level in Modern Languages. The qualification is benchmarked at:

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

The Learning Outcomes for this qualification are:

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

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

LO3 – Understand sustained signed discourse containing complex language

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

Qualification Structure

Learners must demonstrate both receptive and productive BSL skills at level 6, and in all of the eight topics that make up this qualification. The natural context of using BSL is 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. We recommend the best approach to teaching and assessing this qualification is by covering both receptive and productive skills together.

The assessments required of this qualification are:

6ASS1	Informal one-to-one discussion (persuasive)	Internally Assessed
6ASS2	Informal Group Debate (eristic)	Internally Assessed
6ASS3	Formal group meeting (negotiation)	Internally Assessed
6ASS4	Formal discussion (critical)	Externally Assessed
6ASS5	Formal Presentation (inquiry)	Externally Assessed
6ASS6	Receptive skills exam	Externally Assessed

Total Qualification Time

The qualification has a credit value of 36, which is 360 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

A summary of the hours are shown below:

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

Pre-qualification Requirements

Learners must demonstrate competence in BSL at level 4, or equivalent.

BSL standards include requirements for learners to have sufficient sight, manual dexterity, facial and body movements 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 learners needs, especially for any reasonable adjustments
- Appropriate learner focussed policies and procedures
- Knowledge of additional resources for learners outside of the Guided Learning Hours (GLH)

Centre Staffing

Centres should have suitable, qualified teachers, assessors and support team. The delivery team, between them, should have the following qualifications and experience:

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

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 6 Diploma in Sign Language Interpreting and Translation (RQF)

QUALIFICATION CONTENT

Learners are expected to use and understand complex language, and the full range of grammatical content listed in this qualification, across all of the assessments that make up this qualification.

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 professional interaction.

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

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

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

LO3 – Understand sustained signed discourse containing complex language

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

Learning Outcome	Assessment Criteria
The learner will:	The learner can:
1. Use receptive and productive skills to engage in all types of complex social interaction	1.1 Initiate and develop discourse, including taking the lead <ul style="list-style-type: none">a) recognise and respond to arguments and lines of reasoning by contributing spontaneously to develop or challenge argumentsb) respond to and give instructions and advicec) respond to and make requests and enquiriesd) make and discuss proposals and suggestionse) use strategies to include newcomers and to set people at ease

	<p>1.2 Make inferences about opinions, attitudes and feelings</p> <ul style="list-style-type: none"> a) Distinguish and express opinions and attitudes b) Infer and describe feelings and emotions c) Respond to and convey humour, sarcasm and ambiguity <p>1.3 Adapt own language appropriately to the situation</p> <ul style="list-style-type: none"> a) select and demonstrate appropriate style and register b) recognise and use culturally appropriate signed and non-verbal turn-taking conventions
<p>2. Use and understand complex language and maintain fluency, grammatical accuracy and coherence in sustained contributions containing complex language</p>	<p>2.1 Maintain fluency, grammatical accuracy and coherence in sustained contributions containing complex language.</p> <ul style="list-style-type: none"> a) understand and use a wide range of verb forms and sentence structures b) distinguish and demonstrate a wide range of ways to link concepts and to support pace, clarity and cohesion <p>2.2 Understand and use an extensive range of complex vocabulary, including regional and standard varieties, colloquialisms, idiosyncrasies and technical and numerical terms</p> <ul style="list-style-type: none"> a) understand and use a wide range of regional and standard varieties b) understand and use colloquial and idiosyncratic language c) understand and use a wide range of technical language d) understand and use complex language to discuss numerical and statistical information e) use paraphrase effectively, including when a sign is not known
<p>3. Understand sustained signed discourse containing complex language</p>	<p>3.1 Identify the overall message and key themes of sustained presentations containing complex language</p> <p>3.2 Pick out key points and specific details of sustained presentations containing complex language</p> <p>3.3 Recognise and distinguish facts and opinions in sustained presentations containing complex language</p> <p>3.4 Respond to key information, important themes and ideas from sustained monologues and dialogues containing complex language</p> <p>3.5 Use own knowledge of the context to work out the meaning</p>

	3.6	of unfamiliar signs in familiar and unfamiliar situations Use contextual, grammatical and vocabulary clues to infer the signer's feelings, attitude and intentions
4. Use reference sources to confirm or clarify the meaning of signs	4.1	Use language reference sources effectively to confirm or clarify the meaning of signs used in all types of complex social interactions

Topics

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

Medicine

Education

Employment and Business

Finance

Politics and Law

Society

Media

Science and Technology

All assessments must be related to Deaf Issues.

Vocabulary

Upon successful completion of this qualification, the learner will be able to demonstrate the ability to use and understand an extensive range of complex vocabulary, including technical language and a wide range of regional variations, relating to all eight topics listed in this qualification.

Further examples of vocabulary are listed in the Teacher and Student Support Pack.

ASSESSMENT SPECIFICATION

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

Assessment	Assessment method	Duration
6ASS1 - Informal one-to-one discussion (persuasive)	Internally assessed	15 mins
6ASS2 - Informal group debate (eristic)	Internally assessed	15 mins
6ASS3 - Formal group meeting (negotiation)	Internally assessed	15 mins
6ASS4 - Formal discussion (critical)	Externally assessed	15 mins
6ASS5 - Formal presentation (inquiry)	Externally assessed	15 mins
6ASS6 - Receptive skills exam	Receptive assessment	Approx 120 mins

Internal Assessments 6ASS1, 6ASS2 and 6ASS3

These assessments are internally marked by the qualified assessor at the centre. All assessments must be filmed for External Quality Assurance purposes.

- **All clips must** be filmed for external moderation purposes
- Learners may choose their own topics for discussion based on the topics provided in the qualification specification, with guidance from their teacher
- The learner must choose a different topic for each of the assessments 6ASS1, 2 and 3
- Learners should only have discussions with native BSL users or with people who have skills at Level 6 BSL.
- Evidence, where possible, should be real discussions in the deaf community, with native BSL users. However, if this is not possible then a centre may wish to provide evidence collection opportunities in the classroom.
- Learners may not film evidence with other learners.
- Learners may not film evidence with their assessor for 6ASS1, 2 and 3
- Learners may not use the same person more than twice
- Learners evidence must be assessed by the centres qualified assessor and an Individual Assessment Marksheet (IAM) and Candidate Assessment Record (CAR) form must be completed for each learner
- Learners must cover all of the assessment criteria for learning outcome 1, 2 and 4 at **least twice across 6ASS1, 2 and 3**. It is therefore important that centres create sessions for 6ASS1, 2 and 3 at the same time.

- Learners **MUST** cover assessment criteria 1.3, 2.1 and 2.2 in every clip
- If after assessing the learner's evidence, some criteria has been missed, a small mop-up recording can be made to meet that criteria
- Each clip should be between 15 and 18 minutes long
- Any assessment under 15 minutes will be marked as 0 and Fail. Any assessment over 18 minutes will be marked up to 18 minutes and the remainder disregarded
- Learners will be marked as 0 and fail the assessment if their assessment is off topic or not related to deaf issues.

To demonstrate Learning Outcome 4 (Use Reference sources) the learner should mention the reference source in their evidence. The learner may also wish to include preparation materials and reference sources (eg reference lists) in their portfolio, but this alone is not enough evidence to demonstrate Learning Outcome 4.

LEARNERS MUST BE ADDED TO A BOOKING ON IRIS. ONLY AFTER LEARNERS HAVE COMPLETED 6ASS1, 2 AND 3 AND YOU HAVE ASSESSED THEM AS SUCCESSFUL, DO YOU ADD A SESSION FOR 6ASS1, 2 AND 3 ONTO THE BOOKING FORM IN IRIS.

6ASS1 – Informal one-to-one discussion (persuasive)

6ASS1 is a one-to-one discussion where the aim of the discussion is to demonstrate that the learner can use persuasive language effectively.

Examples of a persuasive discussion:

- Persuading a friend to join the gym
- Persuading a colleague to take on some extra work

6ASS2 – Informal group debate (eristic)

6ASS2 is an informal group debate where the aim of the debate is to demonstrate that the learner can pursue a consistent line of reasoning (either for or against) using evidence from their research.

Example topics for a debate:

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

6ASS3 – Formal group meeting (internal assessment)

6ASS3 is a formal group meeting where the aim of the meeting is to demonstrate that the learner can use language appropriately to negotiate a deal or agreement. This may involve having to compromise etc.

Examples:

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

External Assessments - 6ASS4, 6ASS5 and 6ASS6

External assessments can only be taken when learners have completed 6ASS1, 2 and 3 and you have assessed them as being successful, and added the 6ASS1, 2 and 3 session to IRIS.

These assessments should be carried out as summative assessments, at the end of the course. They are marked by Signature External Assessors.

6ASS4 – Formal critical discussion (critical)

6ASS4 is a one-to-one formal critical discussion with the learners teacher where the aim of the discussion is to demonstrate that the learner can use appropriate language to analyse the arguments for and against and reflect on it by providing their own views, supported by evidence from research during their course.

Three topics 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 Formal Presentation
- The learner will have **30 minutes** to prepare for their assessment on the day
- The discussion must be at least **15 minutes long**, and no longer than 18 minutes
- A total of 50 marks is available, 30 Marks for Learning Outcome 1 and 20 marks for Learning Outcome 2. Learners can score between 0 and 10 points for each assessment criteria. If learners receive 0, 1 or 2 marks in any of the criteria, this is a 0 and 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

- 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 15-18 minute assessment timing.**
- The learner must sign their chosen topics in full. **This is not marked as part of the assessment and is not included in the 15-18 minute assessment timing**
- The discussion then begins. **This is when the time of the assessment starts.**
- The discussion must be between 15 and 18 minutes long. Any assessment under 15 minutes will be marked as 0 and Fail. Any assessment over 18 minutes will be marked up to 15 minutes and the remainder disregarded.
- Learners will be marked as 0 and fail for their assessment if their discussion is off topic or does not include Deaf issues.

Example topics for a critical discussion:

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

The pass mark for 6ASS4 is 60% (30 out of 50).

6ASS5 – Formal Presentation (Inquiry)

6ASS5 is a formal presentation where the aim of the presentation is to demonstrate that the learner can critically analyse a specific topic and can produce a clear line of argument that is supported by their research. The presentation must include an introduction, body and conclusion.

- Three topics 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 provided.
- Learners must choose a different topics area to what they chose for the Formal Discussion.
- The learner will have **14 days** to prepare for their assessment.
- The presentation must be at least **15 minutes long** no longer than 18 minutes.
- A total of 50 marks is available, 30 Marks for Learning Outcome 1 and 20 marks for Learning Outcome 2. Learners can score between 0 and 10 points for each assessment criteria. If learners receive 0, 1 or 2 marks in any of the criteria, this is a 0 and fail.
- 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 15-18 minute assessment timing.**
- The learner must sign their chosen topics in full. **This is not marked as part of the assessment and is not included in the 15-18 minute assessment timing**
- The Presentation then begins. **This is when the time of the assessment starts.**
- The Presentation must be between 15-18 minutes long. Any assessment under 15 minutes will be marked as 0 and Fail. Any assessment over 18 minutes will be marked up to 15 minutes and the remainder disregarded.
- Learners will be marked as 0 and fail for their assessment if their Presentation is off topic or does not include Deaf issues.

The pass mark is for the 6ASS5 is 60% (30 out of 50).

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

expression' or 'confused facial expression). The learner is expected to recognise these cues and modify his/her language appropriately. For example, if the audience looks confused then the learner should be able to recognise this and change his/her language or style to deal with this, such as repeating, paraphrasing or checking back with the audience.

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

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

Examples of presentation topics:

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

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

6ASS6 – Receptive Skills

6ASS6 is a receptive skills task where the learner will watch a two-way conversation based on one or more of the topics in this qualification specification and answer questions in BSL relating to the conversation.

Notes:

- The receptive clip will be approximately 120 minutes long and will be split into 4 sections. Each part contains 6 questions, which may be short answers, long answers or true and false statements.
- Each part will have question signed in BSL
- Learners will make notes whilst watching the questions and the story
- Learners will then answer the questions in BSL within the timing contained in the assessment recording. The learner must remember to indicate the question number he/she is answering. They **MUST NOT** answer all of the questions at the end of the assessment
- **We only require centres to record the learners answers, not record them watching the assessment recording.**

Structure of the 6ASS6

- Watch short synopsis
- Watch part 1 questions
- Watch part 1
- Answer part 1 questions
- Watch part 2 questions
- Watch part 2
- Answer part 2 question
- Watch part 3 questions
- Watch part 3
- Answer part 3 questions
- Watch part 4 questions
- Watch part 4
- Answer part 4 questions

The pass mark for 6ASS6 is 60% (30 out of 50).

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

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

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

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

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

***if a learner scores 0, 1 or 2 for any criteria, this shows that they have not met the standard and they would automatically fail.**

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

Marks	2.1 Maintain fluency, grammatical accuracy and coherence	2.2 Use an extensive range of vocabulary
9-10	<ul style="list-style-type: none"> • Produces consistently grammatically accurate language using the full range of complex structures. • Produces consistently accurate phonology and intonation • Signs fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar • Signs coherently with fully appropriate cohesive features • Develops topics fully and appropriately 	<ul style="list-style-type: none"> • Uses a wide vocabulary resource readily and precisely, including regional and standard varieties, colloquialisms and idiosyncrasies, and technical and numerical vocabulary with complete accuracy • Signs fluently and at length using paraphrase and repair strategies effectively
7-8	<ul style="list-style-type: none"> • Uses a wide range of complex structures with minimal grammatical errors • Maintains mixed control over phonology and intonation with some minor errors relating to orientation and facial expression • Signs at length without noticeable effort or loss of coherence • May demonstrate language-related hesitation at times, or some repetition and/or self-correction • Uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> • Uses vocabulary resource flexibly to show some awareness of style and collocation with some inappropriate choices • Signs at length without noticeable effort, using a range of cohesive devices • Generally paraphrases successfully
5-6	<ul style="list-style-type: none"> • Uses a sufficient range of complex language with frequent but minor grammatical errors • Maintains mixed control over phonology and intonation with some errors relating to orientation, facial expression, handshape or location • Usually maintains flow of signing but uses repetition, self-correction and/or slow signing to keep going • May over-use certain connectives and discourse markers • Produces simple signing fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> • Has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriate vocabulary choices • Attempts to sign at length with some success • Attempts to paraphrase but with mixed success

3-4	<ul style="list-style-type: none"> • Uses a limited range of complex language with frequent and some significant grammatical errors. • Maintains limited control over phonology and intonation with frequent errors relating to all phonological features • Cannot respond without noticeable pauses and may sign slowly, with frequent repetition and self-correction • Links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> • Uses vocabulary resource with limited flexibility and sometimes struggles to talk about complex topics • Maintains flow of signing using repetition, self-correction or slow signing to keep going • Rarely attempts to paraphrase
1-2*	<ul style="list-style-type: none"> • Uses a very limited range of complex language with frequent and significant grammatical errors. • Use of phonology and intonation makes it difficult to understand • Signs with long pauses, has limited ability to link simple sentences, gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> • Is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice • Signs with long pauses and gives brief responses
0*	No communication has taken place	No communication has taken place

***if a learner scores 0, 1 or 2 for any criteria, this shows that they have not met the standard and they would automatically fail.**

FULL LIST OF GRAMMATICAL CONTENT AT LEVEL 6

See Support Pack for Teachers and Students for more information.

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

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

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



Signature

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