

Signature



Unit Specification

BSL101 – Introduction to British Sign
Language

F/502/4513

Sept 2020 – Aug 2021

UNIT SPECIFICATION

Unit BSL101 – Introduction to British Sign Language

(RQF Unit Number: F/502/4513)

Unit summary

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

Unit BSL101 is internally assessed by the teacher.

The recommended guided learning hours are **20** hours as shown below:

| Guided learning hours (GLH) | Additional study hours | Total learning time | Credit value at Level 1 |
|-----------------------------|------------------------|---------------------|-------------------------|
| 20 | 10 | 30 | 3 |

| Learning outcomes | Assessment criteria |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At the end of this unit, the successful learner will: | At the end of this unit, the successful learner can: |
| 1. Understand and communicate basic conversation when meeting people | 1.1 Address, greet and take leave of another BSL user 1.2 Understand and produce fingerspelling (the manual alphabet) for names of people and places 1.3 Use and recognise strategies for asking for clarification 1.4 Use and recognise simple question forms 1.5 Ask for and give relevant personal information about self or others |
| 2. Know basic numbers | 2.1 Recognise and use local numbers for: |

| Learning outcomes | Assessment criteria |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| At the end of this unit, the successful learner will: | At the end of this unit, the successful learner can: |
| | <ul style="list-style-type: none"> a. people b. time c. money d. dates |
| 3. Know different weather conditions and respond to questions about the weather | 3.1 Describe a range of weather conditions 3.2 Ask about the weather using a range of vocabulary |
| 4. Know a range of transport modes | 4.1 Give and receive information about different ways of travelling |
| 5. Communicate a range of directions | 5.1 Give simple directions in places or buildings 5.2 Ask for directions using a range of vocabulary |

Topic content

1. Meeting people

| | |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting familiar people | Attracting attention, e.g. tapping and waving. Informal ways of greeting familiar people, e.g. Use of gesture; Hi! Alright? How are you? Haven't seen you for a while! |
| Meeting unfamiliar people in familiar surroundings (e.g. the sign class or in the Deaf club) | Attracting attention, e.g. tapping and waving. Formal ways of greeting unfamiliar people. Introducing oneself, e.g. Hello/good morning, welcome to my Deaf Club. My name is Sarah. What is your name? Where are you from or Where do you live? I live in York. What's her/his/their name? Are you Deaf/hearing? I'm learning BSL. I am/am not Deaf/hearing. |
| Meeting unfamiliar people in public places, shops, cafes, offices, etc | Asking if they require assistance, e.g. What do you want? What would you like me to do? Can I help? I am learning to sign/I sign a little. Who do you want to meet? Do you want black or white coffee? |

Requesting clarification

When a response or question isn't understood, e.g. Again please. Sorry, I don't understand. What was that sign? Please write it down.

Using facial expressions when asking or responding to questions, or signalling affirmation and negation.

Leave taking

Ending a basic conversation politely, e.g. Thank you. I must go, See you again. See you later. Excuse me. Goodbye.

Range of vocabulary could include:

Hello, good morning, please, thank you, sorry, no, yes, name, first, second, surname, name sign, deaf, hearing, hard of hearing, deafened, not, me, you, us, them, your, my/mine, his, her, theirs, where, who, what, how, help, learn, BSL, sign, lot, little, see, meet, meet again, live where, do/don't understand, write, pen, paper, repeat, slowly, pleased, happy, see you later, excuse me, goodbye, sit, chair, drink, wait, arrive, leave, tea, coffee, milk, black, white, sugar, water.

2. Using numbers

Basic numbers

Counting 0 – 30 according to the learners' area of learning.

Range of vocabulary could include:

Minutes, time, pounds, pence, days, weeks, months, years, people, first, second (see 5. Directions).

3. Weather

Commenting on the weather

Asking about the weather, e.g. What's the weather like?

Describing the weather, e.g. It's not nice today; it's raining and cold.

It is lovely today, nice and sunny and hot.

Range of vocabulary, used in the context of 'weather', could include:

Hot, cold, warm, wet, dry, nice, rain, sun(ny), lovely, snow, wind(y), lightning, freezing, cloudy.

Describing different ways of travelling

Asking for and giving information about travel, e.g. How did you get here? Did you walk? I drove here. Where can I catch the bus? I came by train.

Range of vocabulary could include:

Travel, walk, cycle, bike, car, drive, run, bus, train, aeroplane, how, arrive, leave, time, meet, when, where (see also 1. Meeting people).

Giving and describing simple directions

Giving and describing directions, e.g. The ladies toilet is upstairs, left at the second door. The lift is on the right. Go to the fourth floor.

Go upstairs/downstairs. Who do you want to see? You need to ask....

Asking for directions

Where's the toilet? Where is David? How do I get to the café? Where is the drinks machine?

Range of vocabulary could include:

Toilet, exit, way out, stairs, lift, up, down, left, right, first, second, third, floor, upstairs, downstairs, ask, door, go, fire escape.

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

4. Transport

5. Directions

Level 1 Award in British Sign Language

Unit BSL101

ASSESSMENT SPECIFICATION

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

Assessment for this unit will be a basic conversation, between teacher and candidate.

Teachers will create activities to cover all the learning outcomes (see page 1) which will be recorded on the Candidate Assessment Record (CAR) form provided (see page 7).

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

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

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

Assessment time is included into the 20 hours of guided learning time.

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

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

GUIDELINES

The candidate can **use (Production)** and **recognise (Reception)** BSL in the following ways:

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

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

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

CANDIDATE ASSESSMENT RECORD FORM

Centre: Assessment ID:

Candidate name: Candidate ID:

| Assessment criteria | See guidelines in BSL101 Unit Specification | |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------|
| | Production achieved | Reception achieved |
| The candidate can use (Production) and recognise (Reception) BSL in the following ways: | | |
| Greet/greeted in BSL | | |
| Fingerspell own name, receive others | | |
| Ask to repeat or clarify | | |
| Two questions on personal information – ask/receive simple questions | | |
| Numbers 0-30 – use/recognise, describing/confirming/asking about people, time, money, dates | | |
| Two signs describing/asking about weather – use/recognise | | |
| Two signs on transport - describe/ask/recognise about car, bus, train, walking | | |
| Ask/give/receive simple directions | | |
| Taking leave – use/recognise signs | | |
| Number achieved (□) | | |
| Total/Result | | Pass Fail |

(15 or more to pass)

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

I certify that the above assessments were carried out according to Signature regulations for this unit, and that no assistance was given to the candidates during the assessment(s).

I confirm that a total of 15 or more ticks in the productive and receptive requirements have been met.

Teacher-assessor name (please print):

Signed: Date:

Note: Example only. CAR forms can be downloaded from the centre portal on the Signature assessment website.



Signature

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