-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-   **7340187**   **-Session-1997-98**

-Superclass-   **HG**

-Title-   **LANGUAGE: BRITISH SIGN LANGUAGE (BSL) 1**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Using British Sign Language to establish social relations, transact the business of everyday living and to understand presentations for information, pleasure and vocational needs.

OUTCOMES:

1. converse on matters of mutual interest with users of British Sign Language;

2. negotiate services;

3. understand presentations for information and pleasure;

4. convey simple information in British Sign Language.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: Access is at the discretion of the centre. However, it would be beneficial if the candidate had basic competence in British Sign Language. This may be evidenced by possession of National Certificate Module 7340177 Language: Introduction to British Sign Language (BSL) as appropriate or similar qualifications or experience.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

STATEMENT OF STANDARDS

UNIT NUMBER: 7340187

UNIT TITLE: LANGUAGE: BRITISH SIGN LANGUAGE (BSL) 1

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Evidence of production in British Sign Language in the evidence requirements section refers to the evidence produced by the candidate for the tutor/trainer. The tutor/trainer should retain copies of tasks as set for internal and external verification purposes. Video recording is mandatory in Outcome 4 only.

OUTCOME

1.   CONVERSE ON MATTERS OF MUTUAL INTEREST WITH USERS OF BRITISH SIGN LANGUAGE

PERFORMANCE CRITERIA

(a)   Appropriate forms of address, greeting and leave taking are used clearly and accurately.

(b)   Comments and information requested and provided are relevant and clear.

(c)   Language is sufficiently clear and accurate to be understood by a sympathetic user of British Sign Language despite inaccuracies, faults in modulation, hesitation and possible mother tongue interference.

(d)   Vocabulary and sentence structure allow some flexibility of expression.

(e)   Requests for clarification and repetition are made and responded to relevantly, clearly and as required.

RANGE STATEMENT

Complexity of language to be demonstrated and understood:
linguistically simple and frequently used sentences delivered at near normal speed. Rephrasing will be provided as required.

Topics of conversation:

- matters of personal interest;
- matters of vocational or career interest; matters of social interest;
- routine operational matters, e.g. diary commitments, time and place for meetings etc.

Types of information to be exchanged:

- routine factual details;
- simple explanations and instructions;
- conventional biographical details;
- simple preferences.

Contexts:

- informal social situations and meetings;
- vocational situations.

Mode of communication: face-to-face.

EVIDENCE REQUIREMENTS

Evidence of production in British Sign Language (live/video tape) which indicates that the candidate can fulfil all of the performance criteria.

Evidence which indicates that each of the 'topics of conversation' has been covered.

The number of actual conversations will be at the discretion of the tutor/trainer.

Evidence may be derived from simulation and role play exercises, conversation with the tutor/trainer/language assistant or naturally occurring situations.

OUTCOME

2.   NEGOTIATE SERVICES

PERFORMANCE CRITERIA

(a)   Appropriate forms of address, greeting and leave taking are used clearly and accurately.
(b)   Requests for goods and services are relevant and clear.
(c)   Requests for goods and services show evidence that details have been correctly understood.
(d)   Responses to requests for goods and services are relevant and clear.
(e)   Vocabulary and sentence structure allow some flexibility of expression.
(f)   Language is sufficiently clear and accurate to be understood by a sympathetic user of British Sign Language despite

> inaccuracies, faults in modulation, hesitation and possible mother tongue interference.
>
> (g) Information exchanged is sufficient for the desired services to be negotiated.
> (h) Requests for clarification and repetition are made and responded to relevantly, clearly and as required.
> (i) There is evidence of initiation of dialogue.

RANGE STATEMENT

Complexity of language to be demonstrated and understood:
linguistically simple and frequently used sentences delivered at near normal speed. Rephrasing will be provided as required.

Types of information to be exchanged:

- routine factual details;
- routine operational matters;
- simple requests, explanations and instructions.

Contexts:

- everyday situations, e.g. in shops, restaurants and railway stations; vocational situations.

Mode of communication: face-to-face.

EVIDENCE REQUIREMENTS

Evidence of production in British Sign Language (live/video taped) which indicates that the candidate can fulfil all of the performance criteria.

Evidence of production which indicates that each of the 'types of information to be exchanged' has been covered.

The number of actual conversations will be at the discretion of the tutor/trainer.

Evidence may be derived from simulation and role play exercises, conversation with the tutor/trainer/language assistant or naturally occurring situations.

OUTCOME

3.   UNDERSTAND PRESENTATIONS FOR INFORMATION AND PLEASURE

PERFORMANCE CRITERIA

(a)   Identification of the main content and theme of the stimulus is accurate.

(b)   Identification of detail is accurate.

RANGE STATEMENT

Complexity of language to be understood:
linguistically simple and frequently used sentences delivered at near normal speed. Range and vocabulary should be limited to be accessible to a candidate at this level. Presentations should be based on authentic use and should normally be in the range of 1-2 minutes in length.

Types of presentations to be seen:

-      extracts or items from television and/or video;
-      presentations by others present, e.g. short pieces of narrative;
-      descriptions of goods and services.

Types of information to be obtained:

-      simple factual information; instructions and requests.

Contexts: social; vocational.

EVIDENCE REQUIREMENTS

Evidence of production in British Sign Language (live/video tape) and/or written work in English or courses of action which indicate that the candidate can fulfil all of the performance criteria.

Evidence must be provided that each of the items listed under 'types of presentations to be seen', has been covered along with at least one example of each of the 'types of information to be obtained'.

Evidence may be derived from simulation and role play exercises, conversation with the tutor/trainer/language assistant or naturally occurring situations.

OUTCOME

    4.   CONVEY SIMPLE INFORMATION IN BRITISH SIGN LANGUAGE

PERFORMANCE CRITERIA

    (a)   All essential information is provided.
    (b)   Use of a given register is correct.
    (c)   Register, syntax, fingerspelling and grammar are sufficiently accurate to convey meaning on first reading.
    (d)   Language used is drawn from relevant stimuli and deployed appropriately.

RANGE STATEMENT

Complexity of language to be demonstrated:
linguistically simple and frequently used sentences.

Types of information to be conveyed:

-      factual information, including biographical details;
-      work arrangements, e.g. instruction.

Registers to be used: informal; formal.

EVIDENCE REQUIREMENTS

Video evidence which indicates that the candidate can fulfil all of the performance criteria on two separate occasions for the informal register and once for the formal register.

Evidence must also be provided that each of the items listed under 'type of information to be conveyed' has been covered.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

Evidence of production in British Sign Language in the evidence requirements section refers to the evidence produced by the candidate for the tutor/trainer.

The tutor/trainer should retain copies of tasks as set for internal and external verification purposes. Video recording is mandatory in Outcome 4 only.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

SUPPORT NOTES

UNIT NUMBER   7340187

UNIT TITLE   LANGUAGE: BRITISH SIGN LANGUAGE (BSL) 1

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module is the second of a graded series of modules designed to develop the candidate's ability to use British Sign Language to communicate with other users of that language. The module will help the candidate to establish social relations, to transact the business of everyday living and to understand presentations for information, pleasure and vocational needs.

Centres may wish to use this module for those candidates who plan a successive course of language modules within a given programme of study or training. For those candidates who have already achieved 7340177 Introduction to British Sign Language (BSL) or the equivalent, this module will guide candidates towards an extension of the skills and knowledge which they have developed already. Activities will be of a common predictable or day-to-day transactional, interpersonal, and vocational nature.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will help you to further develop the basic skills which you have previously acquired in British Sign Language. You will produce, receive and be videoed using British Sign Language and learn how to negotiate services with other users of this language. You will do this for social and vocational purposes.

To achieve the module you will undertake a number of predictable tasks which will test your skills in producing and receiving British Sign Language. These exercises will be related to situations which you may encounter on a predictable, day-to-day basis.

CONTENT/CONTEXT Corresponding to Outcomes 1-4:

The "content" of language learning in the course of this module is defined in the following way: a list of language purposes; examples of language areas; a list of stimuli which exemplify the aim and register of the pieces of the language ; a list of activities which indicates the ways in which the candidate will be expected to use the language.

Live or videoed presentations should wherever possible be authentic i.e. produced by native users for real purposes. Care should be taken to ensure that the candidate encounters and uses language relating to the various language purposes listed in as many different contexts and activities as possible.

The following lists are for illustrative purposes only and have been chosen as examples of typical needs of individual candidates. The tutor/trainer should therefore exercise discretion especially in selecting the language areas, using only those considered appropriate to the particular candidate group.

WITH REFERENCE TO OUTCOME 1: CONVERSE ON MATTERS OF MUTUAL INTEREST WITH USERS OF BRITISH SIGN LANGUAGE

Language Purposes

Continuation of work on appropriate items as listed in Introduction to British Sign Language (BSL) with regard to:

greeting, leave-taking, introducing;
asking for and giving information;
making requests;
expressing wishes;
expressing likes and dislikes;
expressing approval/disapproval;
thanking;
accepting and refusing;
identifying;
describing;
asking for help with language problems;
expressing an immediate intention;
referring to a past event;
expressing opinions

and, in addition, selection of some or all of the following language purposes:

expressing/agreement, disagreement;
expressing good wishes;
expressing simple needs and sensations;
suggesting;
inviting;
expressing regret;
recounting past events;
offering;
asking someone to do something;
being able to/not being able to;
expressing immediate and future plans.

<u>Language Areas</u>

Continuation of work on appropriate items as listed in Introduction to British Sign Language (BSL) with regard to:

names, addresses;
home town, country of origin;
nationality, age;
occupation and related activities;
family and friends;
health;
food and drink;
size, colour;
simple single events

<u>and, in addition, selection from some or all of the following:</u>

knowledge and study of language;
places and terms of relevance to Deaf people;
Deaf related issues;
daily routines;
seasonal events;
household furniture and amenities;
expressions of possession
possessions e.g. my bag, your car, their house etc.
describing people, criminals, objects etc.;
parts of the body;
clothes;
psychological characteristics e.g. clever, stupid, sneaky, cruel etc.;
expressions of time, place, quantity;
negation and confirmation;
future plans;
rhetorical questions.

<u>Stimuli</u>

Conversation relating to general, social or vocational matters.

<u>Activities</u>

Participating in conversations, dialogues and role-play exercises with a partner and with the tutor/trainer/language assistant.

<u>WITH REFERENCE TO OUTCOME 2: NEGOTIATE SERVICES</u>

Continuation of work on appropriate items as listed in Introduction to British Sign Language with regard to:

<u>Language Purposes</u>

Attracting attention;
asking for things, services, help;
thanking;
expressing approval and disapproval;
describing;

dealing with money;
responding to offers, suggestions;
providing information, help and services;
giving instructions;
seeking additional information.

Language Areas

Shopping
Names of shops;
everyday goods;
prices;
size, colour, weight, volume.

Services
Post office;
bank;
medical;
police;
tourist office;
lost property;
emergencies;
specialist agencies, e.g. repairs, supplies, exchanges.

Travelling and finding the way
Directions;
public transport;
time and place;
garage;
service station;
parking;
car hire.

Food and drink
Restaurant;
cafe;
kiosk;
supermarket;
shops.

Accommodation
Hotel;
campsite;
youth hostel;
bed and breakfast.

Leisure Activities
Outings or social events, e.g. meal, excursion;.
cinema;
sports;
sightseeing;
seaside;
tourism;
Deaf club.

Special and Personal Interests

Work;
career;
hobbies;
recreation.

<u>Stimuli</u>

Extended items of information clearly presented on video tape, or in face-to-face conversation and presentations.

<u>Activities</u>

Engaging in conversation to negotiate goods, services and assistance;
extracting information from live/video presentations relevant to the context.

<u>WITH REFERENCE TO OUTCOMES 3: UNDERSTAND PRESENTATIONS FOR INFORMATION AND PLEASURE</u>

<u>Language Purposes</u>

As in Outcomes 1 and 2 and, in addition, using information.

<u>Language Areas</u>

As in Outcomes 1 and 2 and, in addition, topics of interest or relevance (personal/vocational) to the candidates, based on negotiation between tutors/trainers and candidates.

<u>Stimuli</u>

Extended signed information (live/recorded) such as extracts from broadcasts or "talks".

<u>Activities</u>

Understanding essential general information;
understanding specific items of information;
viewing presentations for pleasure or interest.

<u>WITH REFERENCE TO OUTCOME 4: CONVEY SIMPLE INFORMATION IN BRITISH SIGN LANGUAGE</u>

<u>Language Purposes</u>

Presenting a video response to a signed or visual stimulus.

<u>Language Areas</u>

Any of those contained in Outcomes 1-3.

Stimuli

Informal personal narrative and formal work related narrative.

Activities

Video informal personal narrative and formal work related narrative giving specific information in British Sign Language.

APPROACHES TO GENERATING EVIDENCE The tutoring/training approach should encourage candidates to learn spontaneously from understanding language in use. To this end the tutor/trainer should, wherever possible, conduct the class in British Sign Language. It is essential to establish the convention that British Sign Language should be the working language of the classroom/training environment.

Although production and receptive activities are discussed separately below, it should be the tutor's/trainer's aim to integrate them as much as possible, to accustom candidates to the fact that in real life they are very frequently inextricably linked.

With reference to Outcome 4 the emphasis when making the video should be on sign language skills and not on video technique.

Receptive skills

Receptive activities should encompass more extended items, including extracts from "talks" recorded from television, announcements and instructions. The intention is to develop the ability to extract essential information from longer presentations. In so doing the candidate needs to develop skills in concentration and anticipation. These same skills need to be applied to dialogues which may involve several individuals. The contexts in which the receptive skill is applied should continue to widen.

At this stage, most receptive activities should be associated with contexts in which the candidate is expected to produce or converse. However, in real life, there are occasions when reception takes place without any response being called for, e.g. watching television, or watching a conversation in which one need not take part and opportunities for this should be provided. This will provide a good foundation for candidates whose intended career or personal interests may involve attending "talks", conferences etc.

Presentations should continue to exemplify the language required to participate in conversations and transactions. However, the critical importance of authentic presentations in extending the learner's knowledge and understanding of British Sign Language should be underlined by providing opportunities for candidates to view items purely for pleasure or in order to pursue a personal interest. Those who are studying British Sign Language for vocational purposes should be introduced gradually to presentations relating to their chosen field of work where these can be obtained. All candidates will benefit from exposure to short articles on subjects of general interest which lie outside the areas specified in Outcomes 1 and 2 (e.g. very simple accounts of current affairs, politics, everyday applications of technology, hobbies). Candidates will be expected to make appropriate use of relevant routine reference stimuli.

Production skills

The opportunities for candidates to sign should increase. Activities should relate not only to social contexts and everyday transactions but should, where appropriate, cover typical work situations. Conversations should include not only exchanges of information but also a certain amount of discussion. At this level, the candidate should be encouraged to learn how to take the initiative in controlling the dialogue.

Effective participation in a conversation is more important than formal accuracy at this level. Grammatical errors, e.g. in directional verbs, word order and location, hesitations and mistakes in vocabulary should be handled sensitively in order that the candidate feels no inhibition to communicate. Effective participation in a conversation is more important than formal accuracy at this stage.

Structured Learning

The candidate should be encouraged to infer meaning from a wide variety of signed presentations and to master certain fixed phrases. However, it will also be necessary to focus at appropriate moments on certain grammatical points and phrases which illustrate key vocabulary, functions and usage, e.g. formal and informal forms of address. Candidates will also acquire certain skills and strategies such as learning how to modify signs and to suit context and rephrase. The value of working at home to consolidate work in the class or workplace should be stressed.

In cases where an individual candidate seeks further understanding of the structure/grammar of the language, the tutor/trainer should make appropriate judgements. When concentrating on prepared items tutors/trainers should correct errors somewhat more rigorously than when candidates are engaged in more open-ended communicative work.

The development of general communicative strategies

All candidates should be trained to come to terms with the fact that they will find at times that they are exposed to language beyond their grasp. They may wish to express things for which they lack an ideal or adequate language resource. On such occasions they should learn how to fall back on a range of communication strategies, most of which they will already use in mother-tongue communication.

The tutor/trainer should encourage candidates to practise and develop the following strategies:

-       to infer meanings from the context and to use the context in order to anticipate what will follow in a sentence or utterance;

-       to infer and to convey emphasis and meaning through non-manual features;

-       to rephrase;

-       to try to understand new signs where necessary on the basis of non-manual features and context;

- to know how to ask in British Sign Language for help when having difficulties in communicating.

Generating evidence should be thoroughly integrated with the tutoring/training process and reflect the outcomes. Targets for each of these are set out in the performance criteria. The candidate should be informed of these targets and encouraged to monitor his/her own progress.

A prerequisite to this is that the candidate should have a clear understanding of the purposes and objectives of all the activities undertaken in the module. This can best be achieved by issuing a checklist of activities, purposes and targets for each component of the module.

There will inevitably be wide variations within a candidate group as regards the rate at which activities associated with outcomes might be achieved. Some candidates may require several attempts before the performance criteria appropriate to the outcomes are completed. It should be noted however that different stimuli should be used for further attempts to achieve the outcomes. These stimuli may relate to the same topic area or could come at a later stage and relate to another topic area in the course of study.

ASSESSMENT PROCEDURES Corresponding to Outcomes 1-4:

1.   The candidate should participate in communication exercises which should allow evidence to be generated for all of the performance criteria.

2.   The candidate should participate in communication exercises which should allow evidence to be generated for all of the performance criteria.

      Live, video and/or visual stimuli should be used for this outcome.

3.   The candidate should participate in receptive exercises which should allow evidence to be generated for all of the performance criteria.

4.   The candidate should produce restricted presentations which should generate evidence for all of the performance criteria.

PROGRESSION   Progression from this module leads to module 7340197 Language: British Sign Language (BSL) 2.

RECOGNITION   Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018)
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005)
3. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'. (B006)
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009)
5. For details of other SQA publications, please consult SQA's publications list. (X037).