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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7340197**UNIT TITLE:** LANGUAGE: BRITISH SIGN LANGUAGE (BSL) 2

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 British Sign Language production 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 for Outcomes 4 and 5.

OUTCOME

1. CONVERSE IN SOME DEPTH ON MATTERS OF INTEREST WITH USERS OF BRITISH SIGN LANGUAGE

PERFORMANCE CRITERIA

- (a) Signed conventions appropriate to the context are followed accurately.
- (b) Initiation of dialogue is demonstrated frequently.
- (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: uncomplicated sentence structures, delivered at near normal speed, which may contain some elements of complex and unfamiliar language. Conversations should vary in length but may be between 3-8 minutes in duration.

Topics of conversation:

- matters of personal interest;
- matters of current public or social interest;
- routine vocational matters.

Types of information to be exchanged:

- factual information;
- opinions, likes, dislikes, preferences, suggestions or plans for the future;
- asking for and giving advice on simple matters.

Contexts:

- informal social or vocational situations;
- formal situations, e.g. routine meetings, telephone conversations.

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 which indicates that each of the 'topics of conversation' has been covered. Evidence must also be provided which indicates that each of the items listed under 'type of information to be exchanged' and both contexts have been covered.

The number of actual conversations will be at the discretion of the tutor/trainer but three may suffice. Conversations may be between 3-8 minutes in length.

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

OUTCOME

2. UNDERSTAND PRESENTATIONS IN BRITISH SIGN LANGUAGE FOR INFORMATION AND PLEASURE

PERFORMANCE CRITERIA

- (a) Identification of the main content and theme of the stimulus is accurate.
- (b) Identification of additional details is accurate.

RANGE STATEMENT

Complexity of language to be understood:
uncomplicated sentence structures, delivered at near normal speed, which may contain some elements of complex and unfamiliar language. Presentations may be between 2-3 minutes in length.

Types of presentations to be seen:

- presentation to others present;
- broadcast presentations, e.g. public announcements or TV;
- simple material, e.g. short articles, short news stories, journalistic material, pieces of narrative, poems;
- simple reports of events and meetings.

Types of information to be obtained:

- information for everyday interests, including short narratives, opinions and simple factual information;
- simple task-related and technical information, e.g. instructions and requests, operating instructions for everyday equipment.

Contexts: social; vocational.

EVIDENCE REQUIREMENTS

Evidence of production in British Sign Language and/or written work in English which indicates that the candidate can fulfil all of the performance criteria.

Evidence must be provided that each of the items listed under 'type of information to be obtained' has been covered. Each 'type of presentation to be seen' must be covered at least once.

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

Generally speaking four assessments should cover all requirements.

OUTCOME

3. DISCUSS A RANGE OF TOPICS IN BRITISH SIGN LANGUAGE

PERFORMANCE CRITERIA

- (a) Opinions are relevant to the topic and presented clearly.
- (b) Contributions, responses and reactions to other participants support the development of the discussion.
- (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:
uncomplicated sentence structures, delivered at near normal speed.

Topics of discussion:

- matters of general interest;
- matters of vocational interest.

Type of information to be exchanged:

- factual information;
- opinions, likes, dislikes, preferences, suggestions or plans for the future;
- simple justification of ideas and opinions.

Contexts:

- informal social or vocational situations;
- formal situations.

Mode of communication: face-to-face.

EVIDENCE REQUIREMENTS

Evidence of presentations in British Sign Language which indicates that the candidate can fulfil all of the performance criteria.

On one occasion the candidate must introduce an idea or point of view. On another occasion, he/she must participate in a discussion about an idea or point of view which has been introduced by another candidate.

Evidence must be provided that each of the categories listed under 'topics of discussion' has been covered. All items listed under 'type of information to be exchanged' and both contexts must also be covered.

OUTCOME

4. PRODUCE INFORMAL SIGNED PRESENTATIONS
CONVEYING SIMPLE INFORMATION OF A PERSONAL AND
VOCATIONAL NATURE

PERFORMANCE CRITERIA

- (a) All essential information with some supporting detail is presented clearly and accurately.
- (b) Structure and format are appropriate to purpose and audience.
- (c) Register, syntax, finger spelling and grammar are sufficiently accurate to convey meaning on first reading.
- (d) Vocabulary and sentence structure allow some flexibility of expression.

RANGE STATEMENT

Complexity of language to be demonstrated:
uncomplicated sentence structures but which include use of rhetorical questions and negation.

Types of information to be conveyed:

- simple information, including personal details;
- simple arrangements and instructions;
- messages from others.

Register to be used: informal.

Contexts: social; vocational.

EVIDENCE REQUIREMENTS

Video evidence in British Sign Language which demonstrates that the candidate can fulfil all of the performance criteria.

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

A video with presentations as evidence would be sufficient. As a general rule, the presentations contained on the video will be unlikely to exceed 2 minutes in length.

OUTCOME**5. PRODUCE A FORMAL SIGNED PRESENTATION****PERFORMANCE CRITERIA**

- (a) All essential information with some supporting detail is presented clearly and accurately.
- (b) Structure and format are appropriate to purpose and audience.
- (c) Register, syntax, finger spelling and grammar are sufficiently accurate to convey meaning on first reading.
- (d) Vocabulary and sentence structure allow some flexibility of expression.

RANGE STATEMENT

Complexity of language to be demonstrated:
uncomplicated sentence structures but including, for example, the use of rhetorical questions and negation.

Stimuli: written; recorded; live; relating to deafness.

Register: formal.

EVIDENCE REQUIREMENTS

Video evidence which shows that the candidate can fulfill all of the performance criteria in a presentation of 3-5 minutes in length. The candidate must understand and extract information provided in written, recorded and live stimuli, to formulate ideas and/or conclusions and/or determine a course of action in relation to the information in these texts and to express them in their own way in the target language.

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 the 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 target language production 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 identification purposes. Video recording is mandatory for Outcomes 4 and 5.

SPECIAL NEEDS

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

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER 7340197

UNIT TITLE LANGUAGE: BRITISH SIGN LANGUAGE (BSL) 2

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 80 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module is an 80-hour module. It is the third 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.

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 develop your skills in British Sign Language to a level which will allow you to operate in familiar social and vocational situations.

You will undertake tasks which will involve basic everyday transactions and needs and you will also deal with some other less predictable situations i.e. non-routine.

You will use and receive British Sign Language and on occasions video recordings of you will be made to retain as evidence.

CONTENT/CONTEXT Corresponding to Outcomes 1-5:

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 presentations 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 video presentations should wherever possible be 'authentic', ie. produced by native speakers 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. Due

account should be taken, in so doing, of the needs and interests of individual learners.

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

Although grammar is not explicitly listed in this content/context section, successful completion of the outcomes will demand an increasingly more sophisticated knowledge and use of grammatical structure.

The language purposes and language areas defined for the introductory module and module 1 are assumed as the basis for learning in module 2 and are therefore not listed again here. However, stimuli relating to them should not be excluded from selection as suitable for learning and tutoring/training purposes.

WITH REFERENCE TO OUTCOME 1: CONVERSE IN SOME DEPTH ON MATTERS OF INTEREST WITH USERS OF BRITISH SIGN LANGUAGE

Signed Conventions

For example, interrupting and attracting attention.

Language Purposes

As in the introductory module and module 1 and, in addition:

comment on a range of topics of general interest;
projecting/making plans;
negotiating;
discussing reactions;
expressing regrets;
explaining events;
expressing feelings.

Language Areas

Matters of general interest in daily life;
current affairs;
matters of personal interest;
matters related to vocational interests;
matters related to deaf issues.

Stimuli

Extended conversation;
conversation aimed at creating/cementing relationships/friendships;
conversation based on finding common ground and sharing experiences;
conversation aimed at exchanging opinion, asking for and giving advice;
offering clarification and explanations;
exchanging factual details.

As stimuli for conversation, items used for receptive skills in Outcomes 2, 3, 4 and 5, e.g. newspaper articles, TV material, short story, topics relating to work experience may also be used in Outcome 1.

Activities

Structured and open-ended dialogues with a partner and/or within a small group;
open-ended dialogues with the tutor/trainer or a language assistant;
role-playing as appropriate;
video phone, video conferencing.

WITH REFERENCE TO OUTCOME 2: UNDERSTAND PRESENTATIONS IN BRITISH SIGN LANGUAGE FOR INFORMATION AND PLEASURELanguage Purposes

As in the introductory module and module 1 and, in addition:

understanding specific information;
selecting materials from a range offered;
developing receptive skills.

Language Areas

Areas of general interest, e.g. current affairs, politics, the arts and social issues etc;
vocational areas, e.g. business, commerce, technology, tourism, service industries and deaf issues.

Stimuli

Technical texts, e.g. instructions, signs and notices;
video programmes;
short journalistic texts;
live short "talks";
short stories (including those designed for learners);
reports, e.g. of events and meetings;
announcements;
poems;
advertisements;
procedures;
messages;
memos;
faxes;
publicity materials;
visual stimuli.

Activities

Receiving items for information, pleasure and vocational purposes; showing that stimuli have been understood through a variety of activities, e.g. completing tables and grids, notes, summaries, plans, layouts, drawings and giving personal reactions/comments on stimuli.

WITH REFERENCE TO OUTCOME 3: DISCUSS A RANGE OF TOPICS IN BRITISH SIGN LANGUAGELanguage Purposes

Conveying factual information;
expressing ideas and opinions;
taking into account the opinions of others;
agreeing, disagreeing, persuading, conceding;
supporting opinions.

Language Areas

Any of those contained in Outcomes 1 and 2.

Stimuli

Any item which will stimulate discussion;
comments by tutor/trainer and/or others present on specific issues/topics.

Activities

Involvement in discussion at a simple level, e.g. lifestyle, environmental issues, vocational matters, deaf issues.

WITH REFERENCE TO OUTCOME 4: PRODUCE INFORMAL SIGNED PRESENTATIONS CONVEYING SIMPLE INFORMATION OF A PERSONAL AND VOCATIONAL NATURE

Languages Purposes

Giving simple information;
giving and making simple arrangements and instructions;
receiving and conveying messages;
producing short informal presentations.

Language Areas

Personal information;
vocational details.

Stimuli

Stimulus items can be of two types:

- signed presentations;
- written English.

Activities

Presentations which give or seek information;
making brief summaries.

WITH REFERENCE TO OUTCOME 5: PRODUCE A FORMAL SIGNED PRESENTATION

Language Purposes

Using purposefully reading and/or receptive skills in order to glean information and form ideas and conclusions;

offering specific information;
giving opinions;
using production skills.

Language Areas

Any or all of those specified for Outcomes 1, 2 and 3.

Stimuli

It is desirable where possible to use the same stimulus texts as in Outcomes 2 and 3 to allow for integration of assessment. This is however at the tutor's/trainer's discretion. Live and recorded presentations should be used.

Activities

A formal signed presentation on video which summarises the candidate's findings from a chosen study relating to deafness.

Possible areas for study are deaf issues: education, club, history etc.

The aim of the exercise required for this outcome is to encourage the candidate to use his/her receptive skills with a purpose in mind and to tie together information and ideas developed through reading, watching and discussion (which may have been done in pursuance of other outcomes) in a fluent presentation.

APPROACHES TO GENERATING EVIDENCE

This module aims to consolidate skills learned in the introductory module and module 1 as well as to develop more sophisticated skills.

It is intended that in the course of study/training for this module, candidates will gain considerable experience of using British Sign Language, both as a means of instruction, and as a means of organising their work and their environment.

British Sign Language should as far as possible be the normal language of the learning environment and should be used for the organisation of all activities.

It is highly desirable that outcomes, although presented in this descriptor as separate, should be prepared in an integrative way. Emphasis should be placed throughout on activities which combine the use of several skills. By incorporating stimuli defined for Outcomes 2, 3 and 4 into conversations used to attain Outcome 1 it is possible, for example, to integrate production and receptive skills. Similarly it is desirable that such integrated use of stimuli relate also to Outcome 5.

In Outcome 1 the emphasis shifts from discussing matters of a personal and vocational nature to discussing in some depth matters of a general and vocational nature. This change will make greater demands on the range of vocabulary required by the learner.

Outcome 2 includes receiving and understanding longer and more extended stimuli than those used in the introductory module and module 1.

Presentation used may contain vocabulary and structures unfamiliar to the learner which will require the learner to develop coping strategies.

The intention is to develop receptive skills and to expand the learner's language resource. Learners should develop the ability to cope with presentations of varying length and styles. Assessment tasks should be devised in such a way as to assist the learner in understanding presentations.

In module 2, Outcomes 3, 4 and 5 represent the biggest step forward from the introductory module and module 1. In order to achieve these outcomes the learner will have to develop more advanced skills in self-expression, particularly as regards organising ideas in a coherent manner. In order to express the ideas satisfactorily learners will require two things:

- (i) increasing knowledge of grammatical structure;
- (ii) the ability to apply this knowledge when producing and receiving sign.

It is important to bear in mind that module 2 is still geared to an **early stage** of learning. It is therefore anticipated that this module will serve as an **introduction** to skills which will be developed further in later modules. The tutor/trainer should exercise his/her discretion in allocation of time to the explicit teaching of grammar.

In Outcome 3 the aim is to introduce the development of discussion skills at a **simple** level. Most likely topics for discussion are simple everyday matters of interest, vocational matters and aspirations based on the learner's experiences.

Module 2 also makes greater demands on production and receptive skills. It requires learners to respond to longer presentations and in addition to undertake more demanding activities in response.

In Outcome 4 the focus is on functional communication within a tightly defined context.

In Outcome 5 there is again purposeful integration of receptive and production skills. The aim is to generate a formal signed presentation on video which summarises the candidate's findings from a chosen study relating to deafness.

Assessment

Assessment should be thoroughly integrated with the learning/tutoring/training process and should reflect the outcomes. There is no need to set up specific tests: the activities associated with the outcomes are in themselves instruments of assessment.

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 1-5:

1. The candidate should participate in conversation exercises which should allow evidence to be generated for all of the performance criteria.
2. The candidate should participate in receptive exercises which should allow evidence to be generated through written or signed restricted responses for all of the performance criteria.
3. The candidate should participate in discussion exercises which should allow evidence to be generated for all of the performance criteria.
4. The candidate should undertake a short informal signed presentation on video which should generate evidence for all of the performance criteria.
5. The candidate should undertake a formal signed presentation on video which should generate evidence for all of the performance criteria.

PROGRESSION Progression from this module is to module 7340207 Language: British Sign Language (BSL) 3 (x 2) as appropriate.

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 'Candidates 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).

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