GENERAL INFORMATION

Module Number: 7340227
Session: 1997-98
Superclass: HG
Title: HISTORY AND DEVELOPMENT OF BRITISH SIGN LANGUAGE (BSL)

DESCRIPTION

GENERAL COMPETENCE FOR UNIT: Developing an understanding of the personal or vocational needs of the groups within the Deaf community, its culture and communication methods through investigation of the history and development of British Sign Language.

OUTCOMES

1. explain the term Deaf community;
2. summarise the history and development of 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 competence in British Sign Language. This may be evidenced by possession of National Certificate Module 7340197 Language: British Sign Language (BSL) 2 or similar qualifications or experience.

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

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).
NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

STATEMENT OF STANDARDS

UNIT NUMBER: 7340227
UNIT TITLE: HISTORY AND DEVELOPMENT OF BRITISH SIGN LANGUAGE (BSL)

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.

OUTCOME

1. EXPLAIN THE TERM DEAF COMMUNITY

PERFORMANCE CRITERIA

(a) The constituent groups within the Deaf community are clearly explained.
(b) The key features of the Deaf community are clearly identified.

RANGE STATEMENT

Constituent groups within the Deaf community: deaf people who use British Sign Language as a native language; people with Deaf parents; others accepted by the Deaf community.

Key features of the Deaf community: culture; communication.

EVIDENCE REQUIREMENTS

PCs (a) and (b) - Formal signed or written/oral evidence.

As a guide, if the evidence is a formal signed or oral presentation it should be approximately 8 minutes in length. If the evidence is written it should be approximately 750-1000 words in length.
OUTCOME

2. SUMMARISE THE HISTORY AND DEVELOPMENT OF BRITISH SIGN LANGUAGE

PERFORMANCE CRITERIA

(a) Key dates and people in the historical development of British Sign Language pre 1880 are summarised accurately.
(b) The effect of the 1880 Congress of Milan upon the development of British Sign Language is explained clearly.
(c) Recent influences on the development of British Sign Language are explained clearly.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

PC (a) - Written summary notes to meet the requirements of the performance criterion.

PC (b) - Signed (retained on video) or written evidence to meet the requirements of the performance criterion.

PC (c) - Signed presentation or written evidence discussing at least four ‘recent influences’ from the following list:

    technological; educational; sociological; local/national; international.

As a guide for the length of PC(c) if the evidence is a signed presentation it should be approximately 4-6 minutes in length. If the evidence is written it should be approximately 750 words in length

Further guidance is given in the support notes.

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.

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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UNIT TITLE: HISTORY AND DEVELOPMENT OF BRITISH SIGN LANGUAGE (BSL)

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 aimed directly at candidates who are preparing for involvement in the tutoring and assessing of British Sign Language. It is part of a suite of modules developed for this purpose. It may also be of interest to candidates learning British Sign Language and to others with an interest in this subject.

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 enable you to understand the term Deaf community and provide you with an introduction to the history and development of British Sign Language.

To achieve the module you will undertake a number of exercises in British Sign Language or in written form which will assess your knowledge and understanding of this subject area.

CONTENT/CONTEXT: The module should be candidate centred. Candidates should be encouraged to participate in activities within the Deaf community, where appropriate, in order to place the outcomes in context. They should be encouraged to watch relevant television programmes, read Deaf publications and undertake considerable background reading.

Corresponding to Outcome 2:

PC (a) - The following list gives examples only and has been chosen to illustrate key dates and people in the historical development of BSL pre 1880. It may be that tutors wish to exercise discretion and select only some or add in others.
**Pre-1880 Milan Congress**

Evidence from M Barrois’s *Dactylogie et Langage Primitive*, 1850, that pre-Hellenic and Phoenician writings demonstrate origins of fingerspelling and signs.

Monastic Sign Language, mostly in accordance with the Rule of Benedict (the Vow of Silence) in use all over Europe since mediaeval times. *Monasteriales Indicia* written in the mid-11th century, an example of the Old English Sign Language, originating from the monastic order founded in 910 AD in Cluny, Burgundy, France.

672-735, the Venerable Bede of Jarrow’s *De Computo vel Loquela Digitorum*, proposed that finger counting could designate letters of the alphabet.

1520, de Kyrspe’s *Longestorius Artificiose Memoriae V.P.F.*, illustrating a mode of visible spelling by associating numbers and letters with various parts of the body.

5 February 1576, the wedding ceremony was partly conducted in Sign Language at St Martin’s Church, Leicester.

1579, Rossellius’ *Thesaurus Artificiose Memoriae*, probably the earliest manual alphabet in which the fingers alone are used.

1602, Richard Carew’s *Survey of Cornwall*, described manual communications used by three deaf and dumb men, Grisling, Edward Bone and Kempe.

1620, Bonet’s publication of *Reduccion des las Letras*, illustrating one of three different forms of Rossellius’ manual alphabets but with some modifications.

A Benedictine monk named Pedro Ponce de Leon, as the first acknowledged teacher of the deaf, using his Rule of Benedict, in addition to Bonet’s manual alphabet as the basis of instruction, tutored Juan Fernandez de Navarrete, later Court Painter to Philip II of Spain.

Manual alphabets used as ciphers for secret communication.

1644, John Bulwer’s publication of *Chirologia and Chironomia*.

1648, John Bulwer’s publication of *Philocopus* (*The Deafe and Dumbe Man’s Friend*) mainly based on Sir Kenelm Digby’s account of Spain and the art of educating the deaf there.

1666, November 9th, Samuale Pepys made an entry in his diary about a Dumb boy using ‘strange signs’ to describe an event.

John Wallis used a manual alphabet, probably the one handed, for spelling out English words.

1680, George Dalgarno’s publication *Didascalocophus* (*The Deaf and Dumb Man’s Tutor*) showing a two handed manual alphabet - a basis of our present day fingerspelling system.

1698, issue of the pamphlet *Digiti-lingua*, illustrating the manual alphabet for purposes of secret communications rather than for use by deaf people.
Deaf colonists from the Weald of Kent settled in Martha’s Vineyard.

Henry Baker, early English teacher of deaf and dumb people, presented his deaf and dumb pupils to King Charles II.

1720, Daniel Defoe’s publication of The History of the life and Adventures of Duncan Campbell, about a deaf and dumb gentleman who could foretell the future by writing it down. That book also described the method of instructing the deaf and dumb as practiced by Henry Baker, Defoe’s son-in-law.

1727, Publication of Theatrum Arithmetico-Geometricum by Jacob Leupold, illustrating a chart of Bede’s finger-counting along with alphabets.


1760/64, Thomas Braidwood founded the world’s first regular organised school for the deaf in Edinburgh with Charles Sherriff being his first deaf pupil.

Samuel Heinckie founded a school in Leipzig using the purely oral approach.

1783, Francis Green’s publication Vox Oculis Subjecta.

Lord Monboddo published Origins and Progress of Language.

1792, Establishment of London Asylum for the Deaf and Dumb, the first British public school for the deaf.


1860, Alexander Atkinson’s publication of Memoirs of My Youth, recounting his time at Edinburgh Deaf and Dumb Institution from 1815 to 1820.

1880, International congress of Education of the Deaf and Dumb in Milan decreed by overwhelming majority that the preferred method of education for the deaf was oral.

PC (b) - A good source of reference material for this is ‘American Annals of the Deaf’, Second International Congress, The International Convention of 1880 Milan, Italy September 6-11, 1880.

PC (c) - Influences in the development of BSL are categorised as follows:

**Technological**

- broadcasting of TV programmes for Deaf viewers
- broadcasting of BSL instructional programmes
- use of BSL interpreters on TV
- use of fax machines and text phones by Deaf people necessitating use of a written language

**Educational**
• appointment of Lecturer in manual Communication at Moray House College of Education, Edinburgh to teach BSL to trainee teachers of the Deaf
• establishment of Edinburgh BSL research project at Moray House College of Education, Edinburgh
• visit by David Denton of the USA to the UK to promote Total Communication in educational settings
• publication of the following:

SUGGESTED/SELECTED READING LIST
(Please note that the following books are currently either obtainable or out of print).

Debbie Banham (ed.), Monasteriales Indicia - The Anglo-Saxon Monastic Sign Language
Published by Anglo Saxon Books, ISBN 0 9516209 4 0


David Breslin Ancient Written Language in Egypt - A Deaf Connection?
The Irish Deaf Journal, Spring 1996 ISSN 0790 9845

Simon Carmel, International Hand Alphabet Charts
Published by Studio Printing Inc, Maryland, USA 1982

Percy Corfmat, Please Sign Here - The World of the Deaf
Published by Churchman Publishing Ltd, 1990 ISBN 1 85093 257 3


Kristiaan Dekesel, John Bulwer: the founding father of BSL research

Margaret Deuchar British Sign Language


Doug Maclean Catalogue of Books and other resources about Deafness and Deaf issues
Published by The Forest Bookshop, Coleford (annually).

John A Hay, Extracts from the Parish Book of St Martin’s, Leicester: 1576, February the 5th day: British Deaf News 1997.
Published by British Deaf History Society, 1994 ISBN 0 9524419 0 X

Kenneth W Hodgson MA (Cantab) AMIEE, *The Deaf and Their Problems - A Study in Special Education*
Published by Watts and Co. 1953.

Nora Ellen Groce, *Everyone Here Spoke Sign Language - Hereditary Deafness on Martha’s Vineyard*
Published by Harvard University Press, 1985 ISBN 0 674 27041 X

Peter W Jackson *Britain’s Deaf Heritage*,
Published by The Pentland Press, Edinburgh 1990.

Harlan Lane, *Where the Mind Hears: A History of the Deaf*,

Dorothy Miles, *British Sign Language - A Beginner’s Guide*
Published by BBC Books, London 1988 ISBN 0 563 21134 2

Note: The Forest Bookshop of Coleford (tel/voice/text. 01594 833858; Fax 01594 833446) issues free catalogues of books and other resources such as videos, wallcharts, etc; on Deaf issues including:

(a) sign language dictionaries
(b) developing BSL skills
(c) sign language interpreting
(d) study, research and linguistics of sign language
(e) culture and community
(f) The deaf church
(g) Biographies of deaf people
(h) History
(i) Deaf studies
(j) Communication access/disability issues/legislation
(k) Education
(l) Children’s books and videos

• Publication of *Words In Hand, a structural analysis of the Signs of British Sign Language* by Edinburgh BSL Research Project, 1980 ISBN 0 9509750 0 1

• Establishment of Deaf Researchers on Sign Language Group drawing researchers from all over Europe to share their findings

• Creation of Deaf Studies Departments in British Universities, with Durham being the first. Bristol, Wolverhampton, Central Lancashire and City in London now have such departments

• Establishment of CACDP to issue examinations for sign language

• Establishment of Tutor Training of BSL at Durham University
   In this publication, The Visual World of BSL: An Introduction, written by Mary Brennan is a MUST for SQA students to read.

• Spectrum of Sign Communication modes as practiced in schools, i.e. BSL, SSE, SEE, BSE, Paget Gorman, Cued Speech, Makaton, Special Language Skills (SLS)

• Use of BSL is generally practiced throughout British deaf schools thus achieving the bilingual approach

• Use of educational interpreters in mainstream schools

• Use of BSL - using support teachers of the deaf working in mainstream settings

• Emergence of BSL facilitors in colleges

• Signing Training Teachers Certificate (STTC) issued by City Lit Centre, London

• Move from residential schools for the Deaf to mainstream placements

National

• Recognition of regional variation within BSL

• Establishment of Scottish Association of Interpreters for the Deaf (renamed SASLI)

• Diane, Princess of Wales accepted the Patronage of the BDA and demonstrated her commitment to its cause by taking BSL lessons and also, signed publicly in the glare of Press cameras

• Diana, Princess of Wales accepted the first copy of Peter W Jackson’s Britain’s Deaf Heritage at the BDA Centenary Congress in Brighton 1990

• Establishment of Association of Sign Language Tutors (ASLT)

• Issue of the HAC Report (Human Aids to Communication)

• Rise of Interpreting Agencies in the UK

• Establishment of Communication Support Units either by RNID or local authorities

• PACT of Employment Services recognise the use of BSL interpreters for Deaf workers thus fees are reimbursed

• Disability Discrimination Act further promotes the use of Sign Language thus increasing Deaf people’s access to information

International

• influences of other countries upon education
• lexical borrowing from other sign languages, e.g. ‘attitude’ is borrowed from Danish Sign Language
• influences of international research on BSL

Sociological

• political correctness - move to alter certain signs to more politically correct ones
• public awareness of sign language through the media
• increase in BSL classes

Many of these influences on the development of BSL could appear in more than one category. Candidates will have to decide which category is most suitable for the point they are making.

APPROACHES TO GENERATING EVIDENCE

The candidate should have a clear understanding of the purpose and objectives of all the activities undertaken in the course. The candidate should be informed of these targets and be encouraged to monitor his/her own progress.

Opportunities should be provided by the tutor/trainer for the candidate to rework, review, revise and evaluate his/her own work. The tutor/trainer should see this as an essential part of all formal activities and their routine tutoring/training approach. The tutor/trainer may have some input into all formative activities. However those activities used for summative purposes (to be retained as evidence for internal and external verification) should be the candidate’s own work.

Centres may use the methods of assessment which they consider most appropriate. All methods used must be valid and reliable and must be designed to provide evidence which can be retained for internal and external verification purposes.

Corresponding to outcomes:

1. As a guide PCs (a) and (b) can be completed as one piece of work. If the evidence is a formal signed or oral presentation it should be approximately 8 minutes in length. If the evidence is written it should be approximately 750-1000 words in length.

2. PC (a) - The purpose of requesting the candidate to produce written summary notes is to allow the candidate to retain the summary for future reference. Candidates are not expected to memorise dates, names and details therefore a signed presentation would probably be unrealistic.

PC (b) - Similarly the reason for requesting a signed presentation (retained on video) or written evidence of this performance criterion is to allow the candidate to use it for future reference.

PC (c) - As with any living language BSL continues to develop and be influenced by a number of factors. Candidates are expected to give their own perspective on ‘recent influences’ on the development of BSL drawing on their background reading, own knowledge, personal experiences and the advice of their tutor.
As a guide for the length of PC (c) if the evidence is a signed presentation it should be approximately 4-6 minutes in length. If the evidence is a written presentation it should be approximately 750 words in length.

ASSESSMENT PROCEDURES  Corresponding to outcomes:

1&2. The candidate should produce signed, written or oral evidence which should allow evidence to be generated for all of the performance criteria.

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

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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