

TEACHER NOTES

A brief explanation of the assessment criteria for BSL101, BSL102 and BSL103 (please also see glossary of terms on our website)

BSL101

For this unit candidates will be marked on their productive and receptive skills.

To pass the productive part candidates must show that they can sign correctly and accurately.

To pass the receptive part candidates must show that they understand the teacher signing.

Greet in BSL

The teacher will welcome the candidate. The candidate must respond and greet the teacher to show they have understood.

Here is an example:

Teacher “Hello, are you well?”

Candidate “Hi I’m fine thanks, are you well?”

Fingerspelling

When the teacher fingerspells their own name, the candidate must show that they have understood by repeating what the teacher fingerspelled. The teacher should pause after fingerspelling their own name so the candidate has the opportunity to repeat the teacher’s name.

Candidate must also fingerspell their own name. The teacher does not have to repeat fingerspelling of the candidate’s name.



Repetition/clarification

The teacher must ask the candidate to repeat something they have signed, or ask for clarification. If this does not occur naturally, the teacher needs to pretend not to understand and ask for repetition or clarification. The candidate will show understanding of this by repeating what they have signed.

The teacher must also give an unknown or difficult sign to allow the candidate to ask for repetition or clarification.

An example of repetition:

Candidate "I live in Durham"
Teacher "Don't understand, again please"
Candidate "I live in Durham, D-U-R-H-A-M"

An example of clarification:

Teacher "How did you get here?"
Candidate "I drove"
Teacher "What's the name of your car?"
Candidate "Renault"
Teacher "That's a French car"
Candidate "That sign don't know"
Teacher "French, F-R-E-N-C-H"

Questions on personal information

The teacher and candidate must ask at least one question each around personal information about each other. The candidate will show understanding by answering correctly the questions asked by the teacher.

Examples of questions:

"What's your name?"
"Where do you live?"
"Are you Deaf or hearing?"
"Where do you learn BSL?"



Numbers

The teacher and candidate must sign at least one sign each on numbers from 0-12. The candidate needs to show they have understood the teacher by responding. If the candidate has not shown understanding of numbers, the teacher should continue to use numbers until the candidate has shown understanding.

Here are some examples of how the candidate can show understanding of numbers:

Teacher "I have lived in York for five years"

Candidate "Same for me, I have lived in Durham for five years"

Teacher "I got the bus here, it cost £2"

Candidate "£2, that's cheap"

Teacher "Are five people coming to the Youth Club?"

Candidate "Yes five people"

The above examples show that the candidate understands the teacher so they will pass the receptive part for numbers.

To pass the productive part for numbers the candidate must also sign at least one sign on numbers from 0-12. This sign must be different to what the teacher has signed.

The teacher should ask the candidate questions that will allow them to answer using numbers.

Weather

The teacher and candidate must sign at least one sign each describing or asking about weather.

Here are some examples:

"What's the weather like today?"

"Today is awful, it's raining and cold"

"It's sunny and hot outside, are you hot?"

"Yes I'm hot"



“I don’t like snow, do you like snow?”

“I love snow”

The candidate will respond to the teacher’s comments/questions to show that they have understood. If the candidate has not shown understanding of weather the teacher should continue to discuss weather until the candidate has shown they have understood.

To pass the productive part for weather the candidate must also sign at least one sign about weather. This sign must be different to what the teacher has signed. The teacher should ask the candidate questions that will allow them to sign about weather.

Transport

The teacher and candidate should sign at least one sign each describing or asking about transport.

Here are some examples:

“I drove here, did you walk?”

“No, I got the bus”

“I like getting the train, do you like the train?”

“I hate the train”

The candidate will respond to the teacher to show that they have understood. If the candidate has not shown understanding of transport the teacher should continue to discuss transport until the candidate has shown they have understood.

To pass the productive part for transport the candidate must also sign at least one sign about transport. This sign must be different to what the teacher has signed. The teacher should ask the candidate questions that will allow them to sign about transport.

Directions

The candidate must ask the teacher for directions and show they have understood the teacher’s directions by repeating them.



Here is an example where the candidate will show they have understood directions:

Candidate "Where is the toilet?"

Teacher "Upstairs, left, second door right, toilet there"

Candidate "Upstairs, left, second door right, toilet there?"

Teacher "That's right"

If the candidate does not repeat the directions the teacher should continue to sign directions in the conversation to give the candidate the opportunity to show they have understood.

The candidate must also give directions when asked by the teacher.

Here is an example of where the candidate can give directions when asked by the teacher, the directions must be simple and real life:

Teacher "Where is the drinks machine?"

Candidate "Downstairs, right, through doors, left, drinks machine there"

Teacher "Downstairs, right, through doors, left, drinks machine there?"

Candidate "That's right"

Taking leave

The teacher should end the conversation politely and the candidate should respond in a similar way.

Here is an example:

Teacher "The assessment has finished, thanks."

Candidate "See you later, thanks."



BSL102 and BSL103

Candidate's receptive skills (Comprehension)

Understanding

The candidate is able to understand the teacher correctly and accurately with some clarification allowed.

The teacher must:

- make sure that the conversation is balanced to allow the candidate to show evidence of understanding
- use a wide range of vocabulary from the unit with little repetition of the vocabulary.

Questions

The candidate is able to answer correctly three or more questions asked by the teacher. The teacher should be prepared with additional questions to ask if the candidate has only answered one or two correctly.

The teacher should ask different types of questions. Questions should include:

Open questions – where the candidate will provide a longer answer. Here are some examples:

“What are your hobbies?”

“What does your sister look like?”

“What are you doing this weekend?”

Closed questions – where the candidate will provide a short answer. Here are some examples:

“When is your birthday?”

“How old is your sister?”

“Where do you work?”



Follow-up questions – the teacher should follow up on what the candidate has signed to encourage them to keep the conversation going. Here is an example:

Teacher “Where did you go for your work experience?”

Candidate “I went to work in a Deaf school last year.”

Teacher “That is interesting as I went to Deaf school. Did you enjoy it?”

Fingerspelling

The candidate is able to understand a fingerspelled word by the teacher without asking for clarification or repetition.

The teacher must:

- fingerspell correctly and accurately
- continue to fingerspell words during the conversation to allow candidates to fingerspell back
- only fingerspell words that are linked to names, places and objects
- **not** fingerspell words when there is already a sign for it, e.g. cat, boat, London.

The candidate should show that they have understood the teacher by repeating the fingerspelled word correctly by:

- using the correct form of letter on the hand(s)
- using natural movement
- mouthing the **word** while fingerspelling.

Candidates should **not**:

- change hands when fingerspelling
- mouth each letter as they fingerspell.

Here are some examples that are acceptable for fingerspelling:

Person/pet	Objects or brand names	Place
P-E-T-E-R	S-O-N-Y	H-U-L-L
J-A-N-E	H-O-N-D-A	Y-O-R-K
O-S-C-A-R	F-O-R-D	K-E-N-D-A-L



Here are some examples that are **not** acceptable for fingerspelling as there is already a sign for these words:

Person/pet	Objects or brand names	Place
S-I-S-T-E-R	C-O-M-P-U-T-E-R	B-A-N-K
B-R-O-T-H-E-R	P-H-O-N-E	P-A-R-K
M-O-U-S-E	C-H-A-I-R	S-H-O-P

Candidate's signing skills (Production)

Signing pace and flow

The candidate is able to sign smoothly without being too slow, too fast, jerky, tense or pausing a lot.

Signing space

The candidate is able to sign within the signing space – not too big or too small.

Placement

Using the signing space the candidate should be able to 'place' people, buildings and objects in different positions around them and refer back to them using their eye gaze and directional verbs. The teacher should ask the candidate questions that will allow the candidate to answer using placement.

Here are some examples of placement:

At home - Open the door, on the right is the TV, on the left is the table. The book is on the TV.

Describing your house – downstairs is the living room, next to that is the kitchen. Upstairs there are two bedrooms. Opposite one bedroom is the bathroom.

At work – I sit on the right of the office, opposite me is Tom, Sara sits next to Tom.

Non-manual features

The candidate is able to show facial expressions and feelings of emotion, i.e. happy, excited, sad, etc. Facial expressions include the head, face, eyes and eyebrows and are important in descriptions, emotions, question forms and negation.



The candidate should use appropriate lip patterns – there will often be no English words on the lips. For example, there are no English words on the lips when expressing feelings like happy, sad, excited, angry or when using action verbs such as working, walking, cycling, etc.

The teacher must encourage candidates to use non-manual features throughout the course.

Grammar/structure

The candidate is able to sign without using English structure or Signed Supported English (SSE), i.e. 'TREE BOY CLIMB' – not 'The boy climbed the tree.'

Vocabulary

The candidate is able to use a wide range of vocabulary with little repetition of the vocabulary and signed in the right context. Vocabulary should be in BSL without any lapses into SSE. The vocabulary should be signed without making too many errors with the handshapes, and the fluency and movement of signing should be correct.

Candidates should be able to use signs, instead of fingerspelling the word. Fingerspelling short form letters such as BHM (Birmingham), TAX for Tax; is acceptable as part of vocabulary but will not be marked as part of fingerspelling reception or production.

Teachers should encourage candidates to use a wide range of vocabulary learned in the classroom as well as additional study hours, for example, BSL Homework – www.bslhomework.org.uk.

Handshape and movement

The candidate is able to use correct handshape to show size and shape, i.e. thin book, thick book and is able to use enumeration and referents.

The candidate is also able to use correct movement within the handshapes.

For example:

A person – follow or meet

People – a queue, crowd

Legs – walking, jumping



Fingerspelling

The candidate is able to fingerspell correctly and appropriately for names of people, objects and places where there is no sign for the word.

Candidates should fingerspell correctly by:

- using the correct form of letter on the hand(s)
- using natural movement
- mouthing the **word** while fingerspelling

Candidates should **not**:

- change hands when fingerspelling
- mouth each letter as they fingerspell
- fingerspell words when there is already a sign for it, e.g. cat, boat, London

Here are some examples that are acceptable for fingerspelling:

Person/pet	Objects or brand names	Place
P-E-T-E-R	S-O-N-Y	H-U-L-L
J-A-N-E	H-O-N-D-A	Y-O-R-K
O-S-C-A-R	F-O-R-D	K-E-N-D-A-L

Here are some examples that are **not** acceptable for fingerspelling as there is already a sign for the word:

Person/pet	Objects or brand names	Place
S-I-S-T-E-R	C-O-M-P-U-T-E-R	B-A-N-K
B-R-O-T-H-E-R	P-H-O-N-E	P-A-R-K
M-O-U-S-E	C-H-A-I-R	S-H-O-P

Abbreviated fingerspelling, i.e. BHM for Birmingham or NC for Newcastle, will be accepted as part of the vocabulary but it will **not** be marked as part of fingerspelling reception or production.

The teacher should follow up conversations with questions to allow the candidate to answer using fingerspelling.



Conversational skills

Turn-taking

Turn-taking is the back-and-forth interaction needed to have a conversation. It is like playing tennis; each player needs to take turns hitting the ball. If somebody does not take a turn, the game stops.

The candidate needs to be able to turn-take appropriately during the conversation to make sure that it is not one-sided. This must be a conversation and not just questions and answers. The conversation should include natural interruption and follow ups, some clarification is allowed. The candidate also needs to use appropriate eye contact.

