

# Assessment Guidelines

## LEVEL 2 Certificate in BSL STUDIES

This document is to outline the type of assessment that will be used for the Level 2 Certificate in BSL Studies learners effective from **September** 2012.

It is designed to familiarise teacher-assessors and learners as to what will be expected to happen during the assessment. It is important that all teacher-assessors and learners understand this document.

## Fee for the Qualification Assessments

The fee for the full qualification is as shown on the current Fees Schedule to be found on the website and must be paid at the time the first assessment is booked.

## The Assessor

The main assessor for the majority of the assessments that form the qualification process for all three units will be the teacher-assessor, who shall use assessment sheets and/or records provided by IBSL. These assessment sheets and/or records will be randomly sampled by an IBSL External Examiner at the time of the final assessment to ensure that standards are met. The teacher should attend an annual standardisation & training event to keep up-to-date with developments.

One of the assessments will be externally marked by IBSL (*i.e. off-site*), and an External Examiner will have the responsibility of assessing the final 'live' assessment IBSL2A4

## The Assessments

The assessment of each unit will be as follows:

### Unit IBSL2A1

The assessment for this unit will be a Receptive Skills assessment using material that has been supplied by IBSL, and the Learners will be required to provide answers to a series of questions relevant to the content of the material supplied by IBSL. The questions will be asked on the DVD, and the answers written on the answer sheet supplied by IBSL. The Application for Achievement form will require to be completed by the teacher-assessor.

Running time of the assessment will be not be more than 20 minutes, and once started, the DVD must be played through to its end.

The pass mark for the assessment is 67%.

### Unit IBSL2A2

The assessment for this unit will consist of the Learner providing a report of a work-related activity of the Learner's choice, which should have been researched. The report will involve a presentation delivered to *an audience of two* and video-recorded in an approved format. The delivery of this report shall be for **a minimum of 4 minutes and a maximum of 6 minutes**, to be followed by a 3-4 minute session during which the audience of two people ask questions or raise comments about the presentation. This can either be a Q&A session or a discussion between the presenter and the audience participants. The whole clip (presentation and follow-up session) should be **between 7 and 10 minutes in total**.

The filmed evidence should be collated into a short coursework portfolio, together with evidence of the research, plus referencing if appropriate and a glossary. The work should be accompanied by **Mark Sheet 1**

The teacher-assessor should then complete the cover sheet for the portfolio confirming that the evidence is the Learner's own work.

### Unit IBSL2A3

The assessment for this unit will be carried out in a 1:1 format between the Learner and the teacher-assessor, using material that has been supplied by IBSL at least six weeks prior to the assessment date. The assessment should be video-recorded in an approved format. The Learner Assessment Record forms for IBSL2A3 (Mark Sheet 3) should be used for this assessment by the teacher-assessor.

The assessment will be set out in a way so that the Learner has opportunities to demonstrate both productive and receptive skills during the assessment, and should continue until the teacher-assessor is satisfied that all the required performance criteria have been covered. The assessment will be for **a minimum of 5 minutes and a maximum of 8 minutes.**

#### Unit IBSL2A4

The assessment for this unit will be carried out by an external assessor or Examiner. The teacher-assessor shall also take part in and facilitate the assessment process, but shall have no part in the marking process. The assessment shall take place in a group, in a setting that is a simulated social gathering, i.e. a deaf club, a café, or a pub.

The assessment will be set out in a way so that the Learner has opportunities to demonstrate both productive and receptive skills with other people during the assessment, and should continue until the external assessor or Examiner is satisfied that all the required performance criteria have been covered. The assessment will be for **a minimum of 10 minutes and a maximum of 15 minutes.**

The setting shall be covered by at least two cameras to record the occasion.

***This assessment will be assessed by an External Examiner.***

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## Learner Assessment Record for Level 2 Certificate in BSL Studies (*IBSL2A2 only*)

|              |  |                |  |          |             |      |
|--------------|--|----------------|--|----------|-------------|------|
| Learner Name |  |                |  |          | Learner No. |      |
| Centre No    |  | Assessment No. |  | DVD Ref: |             | Date |

**Both Reception & Production: the Learner is able to understand and use/know**

|   |   | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| 1 | <b>VOCABULARY, SET PHRASES/COMMON WORDS/CONNECTORS IN EVERYDAY &amp; WORK USE</b>                 |   |   |   |   |
| 2 | <b>POLITE WAYS TO EXPRESS FORMS OF ADDRESS (e.g. <i>greetings, leave-taking &amp;c.</i>)</b>      |   |   |   |   |
| 3 | <b>POLITE WAYS TO EXPRESS FEELINGS (e.g. <i>wishes, gratitude, regret, apology &amp;c.</i>)</b>   |   |   |   |   |
| 4 | <b>POLITE WAYS TO EXPRESS AGREEMENT/DISAGREEMENT (e.g. <i>Sorry, but I disagree..</i>)</b>        |   |   |   |   |
| 5 | <b>ROUTINE NUMERICAL TERMS (E.G. <i>all numbers, time, dates, quantity</i>)</b>                   |   |   |   |   |
| 6 | <b>THE MOST COMMON WAYS TO EXPRESS THE PAST, PRESENT &amp; FUTURE</b>                             |   |   |   |   |
| 7 | <b>ROUTINE POSITIVE &amp; NEGATIVE STATEMENTS (e.g. <i>I can't do it/of course you can!</i>)</b>  |   |   |   |   |
| 8 | <b>ALL COMMON QUESTION FORMS &amp; STRUCTURES (e.g. <i>did you? have you? what happened?</i>)</b> |   |   |   |   |

**Additionally, in Production: the Learner is able to use...**

|     |   |  |  |  |  |
|-----|---|--|--|--|--|
| 9.  | COMMON WAYS TO ASK PERMISSION (e.g. <i>Can I ask you...?</i> )  |  |  |  |  |
| 10. | COMMON WAYS TO GIVE INSTRUCTIONS (e.g. <i>Please sit down</i> ) |  |  |  |  |
| 11. | ACCURATE FINGERSPELLING & HANDSHAPES.                           |  |  |  |  |
| 12. | CLEAR PRONOUNCATION OF BSL                                      |  |  |  |  |

**Overall Learner is able to/has...**

|     |  |  |  |  |  |
|-----|--|--|--|--|--|
| 13. | USE KEY NON-VERBAL CULTURAL CONVENTIONS ( <i>spatial distance, touch, eye contact etc.</i> ) |  |  |  |  |
| 14. | NARRATE INFORMATION OR DESCRIPTIONS IN PROPER SEQUENCE                                       |  |  |  |  |
| 15. | RESPOND APPROPRIATELY TO QUESTIONS FROM THE AUDIENCE   |  |  |  |  |
| 16. | ATTACHED RESEARCH NOTES AND COMPLETED A GLOSSARY   |  |  |  |  |
| 17. | USE REFERENCE SOURCES TO FIND OUT OR CHECK MEANING OR ACCURACY                               |  |  |  |  |

|         |               |                  |           |        |           |
|---------|---------------|------------------|-----------|--------|-----------|
| Result  | Timing (Tick) | No. of "0" Boxes | Benchmark | Actual | Pass/Fail |
| Overall |               |                  | 28        |        |           |

|                           |              |
|---------------------------|--------------|
| Assessor Name & Signature | Assessor Ref |
|---------------------------|--------------|

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## Guide to the Learner Assessment Record for Level 2 Certificate in BSL Studies IBSL2A2

### Key Grammatical Features that need to be covered in marking Learners

|                                |   |
|--------------------------------|---|
| <b>Criteria 1 (K1, K2, K3)</b> | Learners should be able to use a good range of signs linked to everyday and work use and connectors ( <i>e.g. but, also, although</i> ), not including set phrases used in polite conventions (K4) or in other criteria).                     |
| <b>Criteria 2 (K4.1)</b>       | Learners should be able to understand at least 3 forms of polite address (i.e greetings, thanks, leave-taking, including one from mealtime conventions).  |
| <b>Criteria 3 (K4.2)</b>       | Learners should be able to use and understand routine emotion signs using non-manual features such as raised eyebrows, puffed cheeks or mouth patterns or appropriate facial expressions.   |
| <b>Criteria 4 (K4.3)</b>       | This is an important area in BSL where Learners should be able to use or understand routine agreement or disagreement phrases or forms, some of which should reflect in the use of appropriate non-manual facial expressions or body language |
| <b>Criteria 5 (K5)</b>         | Learners should be able to understand at least all forms of numerical data ( <i>all the numbers up to the thousand or million, age signs, pricing, dates, quantity [ounces pounds, grams, kilograms]</i> )                                    |
| <b>Criteria 6 (K6)</b>         | Learners should be reasonably fluent in the use of the past, present and future tenses and conditional timeline signs.  |
| <b>Criteria 7 (K7)</b>         | Learners should know how to make simple positive and negative statements using non-manual features such as raised eyebrows, lip-patterns, shaking or nodding heads and/or appropriate facial expressions.                                     |
| <b>Criteria 8 (K8)</b>         | Learners should be aware that some common question structures use facial expressions such as raised eyebrows and sometimes holding the last sign a little longer.   |
| <b>Criteria 9 (K9)</b>         | Learners need to show they are able to ask for permission, as per the example given.  |
| <b>Criteria 10 (K9)</b>        | Learners need to show they are able to give instructions, as per the example given.   |
| <b>Criteria 11</b>             | Learners need to show that they can be reasonably fluent in using/understanding basic fingerspelling without the need for too many repetitions, and use accurate handshapes   |
| <b>Criteria 12</b>             | Learners expected to produce their BSL clearly enough for a sympathetic native user to understand without much difficulty.  |
| <b>Criteria 13 (K10)</b>       | This is an important part of BSL, and Learners should know a few key features such as pointing, eye contact, touch or spatial distance.   |
| <b>Criteria 14</b>             | Learners need to show that they can structure their presentation in the correct format and give descriptions in the right sequence.   |
| <b>Criteria 15</b>             | It is necessary for the Learner to know how to respond to any question or comments raised from an audience after their presentation.  |
| <b>Criteria 16</b>             | It is expected that the results of any research used in the presentation should be attached to the mark sheet.<br><b><i>Please note this is NOT the same as using reference sources to check meaning &amp;c.</i></b>                          |
| <b>Criteria 17 (K11)</b>       | There will always be occasions when a Learner uses a sign that is not normally taught or learnt in class. The Learner will be required to produce an appropriate list detailing where the sign was obtained or learnt from.                   |

### IMPORTANT:

A Learner will be given a **FAIL** if the assessment does not last for a minimum of **SEVEN** minutes, or if the Learner is awarded more than **THREE** "0" marks for any criteria.

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Mark Sheet 2

## Learner Assessment Record for Level 2 Certificate in BSL Studies (*IBSL2A3only*)

|              |  |                |  |          |             |      |
|--------------|--|----------------|--|----------|-------------|------|
| Learner Name |  |                |  |          | Learner No. |      |
| Centre No    |  | Assessment No. |  | DVD Ref: |             | Date |

**Both Reception & Production: the Learner is able to understand and use/know**

|   |   | 3 | 2 | 1 | 0 |
|---|---|---|---|---|---|
| 1 | VOCABULARY, SET PHRASES/COMMON WORDS/CONNECTORS IN EVERYDAY & WORK USE                    |   |   |   |   |
| 2 | POLITE WAYS TO EXPRESS FORMS OF ADDRESS (e.g. <i>greetings, leave-taking &amp;c.</i> )    |   |   |   |   |
| 3 | POLITE WAYS TO EXPRESS FEELINGS (e.g. <i>wishes, gratitude, regret, apology &amp;c.</i> ) |   |   |   |   |
| 4 | POLITE WAYS TO EXPRESS AGREEMENT/DISAGREEMENT (e.g. <i>Sorry, but I disagree..</i> )      |   |   |   |   |
| 5 | ROUTINE NUMERICAL TERMS (E.G. <i>all numbers, time, dates, quantity</i> )                 |   |   |   |   |
| 6 | THE MOST COMMON WAYS TO EXPRESS THE PAST, PRESENT & FUTURE                                |   |   |   |   |
| 7 | ROUTINE POSITIVE & NEGATIVE STATEMENTS (e.g. <i>I can't do it/of course you can!</i> )    |   |   |   |   |
| 8 | ALL COMMON QUESTION FORMS & STRUCTURES (e.g. <i>did you? have you? what happened?</i> )   |   |   |   |   |

**Additionally, in Production: the Learner is able to use...**

|     |   |  |  |  |  |
|-----|---|--|--|--|--|
| 9.  | COMMON WAYS TO ASK PERMISSION (e.g. <i>Can I ask you...?</i> )  |  |  |  |  |
| 10. | COMMON WAYS TO GIVE INSTRUCTIONS (e.g. <i>Please sit down</i> ) |  |  |  |  |
| 11. | ACCURATE FINGERSPELLING & HANDSHAPES.                           |  |  |  |  |
| 12. | CLEAR PRONOUNCTION OF BSL                                       |  |  |  |  |

**Overall Learner is able to**

|     |  |  |  |  |  |
|-----|--|--|--|--|--|
| 13. | USE KEY NON-VERBAL CULTURAL CONVENTIONS ( <i>spatial distance, touch, eye contact etc.</i> ) |  |  |  |  |
| 14. | MAINTAIN A DIALOGUE WITH APPROPRIATE FLOW , FLUENCY & TURNTAKING TECHNIQUES                  |  |  |  |  |
| 15. | USE REFERENCE SOURCES TO FIND OUT OR CHECK MEANING OR ACCURACY                               |  |  |  |  |

|         |               |                  |           |        |           |
|---------|---------------|------------------|-----------|--------|-----------|
| Result  | Timing (Tick) | No. of "0" Boxes | Benchmark | Actual | Pass/Fail |
| Overall |               |                  | 24        |        |           |

|                           |  |              |  |
|---------------------------|--|--------------|--|
| Assessor Name & Signature |  | Assessor Ref |  |
|---------------------------|--|--------------|--|

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## Guide to the Learner Assessment Record for Level 2 Certificate in BSL Studies IBSL2A3

### Key Grammatical Features that need to be covered in marking Learners

|                                |   |
|--------------------------------|---|
| <b>Criteria 1 (K1, K2, K3)</b> | Learners should be able to use a good range of signs linked to everyday and work use and connectors ( <i>e.g. but, also, although</i> ), not including set phrases used in polite conventions (K4) or in other criteria).                     |
| <b>Criteria 2 (K4.1)</b>       | Learners should be able to understand at least 3 forms of polite address (i.e greetings, thanks, leave-taking, including one from mealtime conventions).  |
| <b>Criteria 3 (K4.2)</b>       | Learners should be able to use and understand routine emotion signs using non-manual features such as raised eyebrows, puffed cheeks or mouth patterns or appropriate facial expressions.   |
| <b>Criteria 4 (K4.3)</b>       | This is an important area in BSL where Learners should be able to use or understand routine agreement or disagreement phrases or forms, some of which should reflect in the use of appropriate non-manual facial expressions or body language |
| <b>Criteria 5 (K5)</b>         | Learners should be able to understand at least all forms of numerical data ( <i>all the numbers up to the thousand or million, age signs, pricing, dates, quantity [ounces pounds, grams, kilograms]</i> )                                    |
| <b>Criteria 6 (K6)</b>         | Learners should be reasonably fluent in the use of the past, present and future tenses and conditional timeline signs.  |
| <b>Criteria 7 (K7)</b>         | Learners should know how to make simple positive and negative statements using non-manual features such as raised eyebrows, lip-patterns, shaking or nodding heads and/or appropriate facial expressions.                                     |
| <b>Criteria 8 (K8)</b>         | Learners should be aware that some common question structures use facial expressions such as raised eyebrows and sometimes holding the last sign a little longer.   |
| <b>Criteria 9 (K9)</b>         | Learners need to show they are able to ask for permission, as per the example given.  |
| <b>Criteria 10 (K9)</b>        | Learners need to show they are able to give instructions, as per the example given.   |
| <b>Criteria 11</b>             | Learners need to show that they can be reasonably fluent in using/understanding basic fingerspelling without the need for too many repetitions, and use accurate handshapes   |
| <b>Criteria 12</b>             | Learners expected to produce their BSL clearly enough for a sympathetic native user to understand without much difficulty.  |
| <b>Criteria 13 (K10)</b>       | This is an important part of BSL, and Learners should know a few key features such as pointing, eye contact, touch or spatial distance.   |
| <b>Criteria 14</b>             | Learners must be able to maintain a free-flowing, fluent dialogue with their Teacher-Assessor, with appropriate turn-taking and interruption conventions.   |
| <b>Criteria 15 (K11)</b>       | There will always be occasions when a Learner uses a sign that is not normally taught or learnt in class. The Learner will be required to produce an appropriate list detailing where the sign was obtained or learnt from.                   |

### IMPORTANT:

A Learner will be given a **FAIL** if the assessment does not last for a minimum of **FIVE** minutes, or if the Learner is awarded more than **THREE** "0" marks for any criteria.

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**ASSESSMENT RECORD SHEET FOR USE BY EXTERNAL EXAMINERS FOR ASSESSMENT IBSL2A4**

| Assessment Criteria   | Learner No. 1 |   |   | Learner No. 2 |   |   | Learner No. 3 |   |   |
|---|---------------|---|---|---------------|---|---|---------------|---|---|
|   | 2             | 1 | 0 | 2             | 1 | 0 | 2             | 1 | 0 |
| 1. Social contact is initiated and appropriate polite conventions used      |               |   |   |               |   |   |               |   |   |
| 2. Appropriate cultural conventions are in place                            |               |   |   |               |   |   |               |   |   |
| 3. The vocabulary used is appropriate to the level of the qualification     |               |   |   |               |   |   |               |   |   |
| 4. Learner contributes to the discussion(s)                                 |               |   |   |               |   |   |               |   |   |
| 5. Learner responds appropriately to questions and/or comments              |               |   |   |               |   |   |               |   |   |
| 6. The Learner adapts choice/style of language for formal/informal contexts |               |   |   |               |   |   |               |   |   |
| 7. The learner uses alternative ways to explain when needed                 |               |   |   |               |   |   |               |   |   |
| 8. Learner checks to see if other people have understood                    |               |   |   |               |   |   |               |   |   |
| 9. Learner shows s/he is following the conversation                         |               |   |   |               |   |   |               |   |   |
| 10. Learner asks for repetition or explanation when needed                  |               |   |   |               |   |   |               |   |   |
| 11. Learner articulates accurately & maintains accuracy as much as possible |               |   |   |               |   |   |               |   |   |
| 12. Learner uses strategies to maintain fluency                             |               |   |   |               |   |   |               |   |   |
| 13. Learner is able to maintain the business and social relationship        |               |   |   |               |   |   |               |   |   |
| 14. Learner is able to clarify when needed.                                 |               |   |   |               |   |   |               |   |   |

|                  |                  |           |        |           |
|------------------|------------------|-----------|--------|-----------|
| Learner 1 Result | No. of "0" Boxes | Benchmark | Actual | Pass/Fail |
| Overall          |                  | 18        |        |           |

|                  |                  |           |        |           |
|------------------|------------------|-----------|--------|-----------|
| Learner 2 Result | No. of "0" Boxes | Benchmark | Actual | Pass/Fail |
| Overall          |                  | 18        |        |           |

|                  |                  |           |        |           |
|------------------|------------------|-----------|--------|-----------|
| Learner 3 Result | No. of "0" Boxes | Benchmark | Actual | Pass/Fail |
| Overall          |                  | 18        |        |           |

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## Guide to the Learner Assessment Record for Level 2 Certificate in BSL Studies IBSL2A4

### Key Grammatical Features that need to be covered in marking Learners

|  |   |
|--|---|
| <b>Criteria 1 (K4.1)</b>                             | Examiners will be looking to see if Learners demonstrate their ability to initiate social contact with the use of the appropriate polite expressions/mealtime or informal conventions according to the scenario chosen.   |
| <b>Criteria 2 (K10)</b>                              | Examiners will be looking to see if Learners demonstrate their ability to use key non-verbal polite conventions such as such as pointing, eye contact, touch or spatial distance, turn-taking and/or interruption techniques.   |
| <b>Criteria 3 (K1, K2, K3)</b>                       | This assessment is a good way for Learners to demonstrate their ability to use a routine range of vocabulary, set phrases and connectors appropriate to the Level.  |
| <b>Criteria 4</b>                                    | The Examiner will be looking for ways in which each Learner contributes to the discussion and interacts with others...  |
| <b>Criteria 5 (K4.3)</b>                             | ... including ways in which s/he responds with comments or answers to questions or points raised...   |
| <b>Criteria 6 (K10)</b>                              | ...and the way in which change of register and/or style is utilized during the assessment.  |
| <b>Criteria 7, 8, 9, 10, 14 (K4.2, K8 &amp; K10)</b> | Examiners will be looking to see how Learners use alternative ways to explain themselves if at first they are not understood, or if clarification is needed and to ask for repetition or clarification from others if needed, and to see if they check whether other participants are following the conversation. |
| <b>Criteria 11 &amp; 12 (all Knowledge levels)</b>   | The main aim of this assessment is to check whether Learners are able to articulate accurately, maintain accuracy and use strategies to ensure that fluency is maintained   |
| <b>Criteria 13 (K10)</b>                             | Learners are able to maintain a business and/or social relationship with others in the group  |