

# Assessment Guidelines

## LEVEL 3 CERTIFICATE IN BSL STUDIES

This document is to outline the type of assessment that will be used for the Level 3 Certificate in BSL Studies learners effective from 1st 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.

Two of the assessments will be externally marked by IBSL (*i.e. off-site*). An External Examiner will have the responsibility of assessing the final 'live' assessment which covers both IBSL3AUN and IBSL3ASN.

## The Assessments

The assessment of each unit will be as follows:

### Unit IBSL3AUN

There are three assessments for this unit.

The first assessment will be a receptive skills assessment task using material that has been supplied by IBSL, and the Learners will be required to provide answers from questions asked at the end of the DVD and write their answers down on a question paper supplied by IBSL. Upon completion, the Application for Achievement form completed by the teacher-assessor and all papers plus the DVD returned to IBSL where marking will be done at source.

Running time of the assessment will be approximately 20 minutes, and once started, the DVD must be played through to its end.

The pass mark is 67%.

The second assessment will be in the form of a 10-15 minute dialogue between the teacher-assessor and the Learner who can choose from a broad list of topics that will be supplied by IBSL. *The same assessment will form the basis for the second assessment of IBSL3ASN and also Part Two of IBSL3ADC.* Responsibility for marking this assessment will lie with the teacher-assessor, and the assessment should be video-recorded.

The third assessment will be a 'live' observation. *The same assessment will form the basis for the third assessment of IBSL3ASN.* Both assessments will be marked as one. An External Examiner will be responsible for this assessment.

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

*See Assessment Overview Chart.*

### Unit IBSL3ASN

There are three assessments for this unit.

In the first assessment, the Learner and the Teacher-Assessor will conduct a 10-15 minute dialogue on a topic chosen from a broad list supplied by IBSL. The dialogue should be two-way and informal; the Learner will be allowed to refer to notes or a PowerPoint but must be careful not to allow the notes/PowerPoint to dominate the dialogue which should be as spontaneous as possible.

Responsibility for marking this assessment will lie with the teacher-assessor.

The second assessment will be in the form of a 10-15 minute dialogue between the teacher-assessor and the Learner who can choose from a broad list of topics that will be supplied by IBSL. *The same assessment will form the basis for the second assessment of IBSL3ASN and Part Two of IBSL3ADC.* Responsibility for marking this assessment will lie with the teacher-assessor, and the assessment should be video-recorded.

The third assessment will be a 'live' observation. *The same assessment will form the basis for the third assessment of IBSL3ASN.* Both assessments will be marked as one. An External Examiner will be responsible for this assessment.

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

*See Assessment Overview Chart*

### Unit IBSL3ADC

The assessment for this unit will be in two parts.

In the first part, there will be a maximum of 30 minutes question & answer session between the Learner and the Teacher-Assessor, based on a paper that shall be supplied by IBSL.

The second part of the assessment will take place during the first 10-15 minute dialogue between the Learner and the Teacher-Assessor, who shall be responsible for marking the assessment record sheet for this part.

### The short coursework file

Both filmed dialogues, and their relevant assessment record sheets, should be contained in a short coursework file which should also contain the completed Q&A paper and accompanying DVD for IBSL3ADC (part one) and the assessment record sheet for part two of this unit.

The result received from IBSL for the first assessment of IBSL3AUN should also be inserted in this coursework file.

The file should be fronted by a Statement Page signed by both the Learner and Teacher-Assessor to the effect that all the evidence submitted is the Learner's own work. *This Statement Page will be supplied by IBSL (and available through our website), and will have space for a photograph.*

There will also be a Learner Record Sheet which will show all the assessments completed and assessed.

## Assessment Overview Chart

IBSL 3 AUN	IBSL 3 ASN	IBSL 3 ADC
<p><b>1st Assessment:</b></p> <p>e-assessment</p> <p>This will be about 25-30 minutes in length.</p> <p>Externally marked by IBSL.</p>	<p><b>1st Assessment:</b></p> <ul style="list-style-type: none"> <li>• This will take the form of a 10 to 15 minute Dialogue between the Teacher-Assessor and the Learner</li> <li>• Topic to be supplied by IBSL.</li> <li>• Teacher-Assessor to assess.</li> </ul>	<p><b>Assessment:</b></p> <p><b>1st Part</b></p> <p>30 minutes long oral question and answer session between the Learner and the Teacher-Assessor, which should also be filmed.</p> <p>The question paper will be supplied by IBSL.</p> <p>Externally marked by IBSL.</p>
<p><b>2nd Assessment</b> <i>(to cover both IBSL3AUN &amp; IBSL3ASN):</i></p> <ul style="list-style-type: none"> <li>• This will take the form of a 10 to 15 minute Dialogue between the Teacher-Assessor and the Learner</li> <li>• Learner to choose topic from a broad list of topics made available by IBSL.</li> <li>• Teacher-Assessor to assess.</li> <li>• <i>Please note that this assessment evidence should also be used for Part Two of IBSL3ADC.</i></li> </ul>		<p><b>2nd Part</b></p> <p>A 10 to 15 minute conversation with learner and teacher-assessor that forms part of the first joint the assessment for IBSL3ASN/3AUN.</p> <p>The purpose of this assessment is to cover criteria 2.1 a - d. of the unit.</p> <p>Teacher-assessor to mark.</p>
<p><b>3rd Assessment</b> <i>(to cover both IBSL3AUN &amp; IBSL3ASN)::</i></p> <p>A group of Learners (maximum in group four) are to lead a social interaction session using a topic of their choice from a list supplied by IBSL with the Teacher-Assessor.</p> <p>The External Examiner will be responsible for assessing this assessment.</p>		<p><b>Minimum Total Evidence Requirements:</b></p> <ul style="list-style-type: none"> <li>1 of DVD Receptive Result Sheet</li> <li>2 of filmed evidences with supporting assessment sheets</li> <li>1 of Q&amp;A filmed clip result sheet</li> <li>1 of assessment record sheet for IBSL3ADC</li> <li>1 of "live" observation by the External Examiner.</li> </ul> <p>Total: 6 evidence samples. <i>(See sample coursework file)</i></p>

**Learner Assessment Record for Level 3 Certificate in BSL Studies (*IBSL3ASN only*)**

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

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

		3	2	1	0
1	<b>A BROAD GENERAL VOCABULARY AND KEY WORK-RELATED TERMS IN EVERYDAY &amp; WORK USE</b>				
2	<b>A RANGE OF WAYS TO LINK IDEAS AND HELP CLARIFY &amp; FLUENCY</b>				
3	<b>DIFFERENT FORMS OF ADDRESS &amp; POLITE CONVENTIONS TO SUIT ALL OCCASIONS</b>				
4	<b>WAYS TO EXPRESS FEELINGS (e.g. <i>wishes, gratitude, regret, apology &amp;c.</i>)</b>				
5	<b>NUMERICAL TERMS (E.G. <i>all numbers, fractions. statistics</i>) AND WAYS TO TALK ABOUT THEM</b>				
6	<b>HOW TO EXPRESS THE PAST, PRESENT, FUTURE AND THE CONDITIONAL (e.g. <i>I would go...</i>)</b>				
7	<b>HOW <i>can, must, should, could, would &amp;c.</i> ARE EXPRESSED IN BSL</b>				
8	<b>ALL COMMON QUESTION FORMS &amp; COMMON GRAMMATICAL STRUCTURES</b>				
9	<b>HOW TO USE CLASSIFIERS</b>				
10	<b>HOW TO ASK PERMISSION AND GIVE INSTRUCTIONS</b>				
11.	<b>A RANGE OF COMPLEX SENTENCE COMBINATIONS</b>				

**Additionally; the Learner is able to use or show**

12.	CLEAR PRONOUNCTION OF BSL				
13.	KEY NON-VERBAL CULTURAL CONVENTIONS ( <i>spatial distance, touch, eye contact etc.</i> )				
14	HOW TO NARRATE INFORMATION OR DESCRIPTIONS IN PROPER SEQUENCE				
15	RESEARCH NOTES AND A COMPLETED GLOSSARY				
16.	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 IBSL3ASN (first assessment)

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

Criteria 1 (K1)	Learners should be able to use a broad range of signs in everyday, some of which should be related to his or her work role.
Criteria 2 (K2)	Signs and phrases for this criteria should include connector conjunctions like <i>although, as long as</i> , adverbs such as <i>however</i> and enumerators such as <i>firstly, secondly &amp;c</i> and pronouns such as <i>either, neither, whatever, whichever</i>
Criteria 3 (K3)	Learners should know a range of different forms of address, greeting, leave-taking, and other polite conventions to suit different occasions and degrees of formality
Criteria 4 (K4)	Ways in which a learner expresses feelings should reflect in the use of appropriate non-manual facial expressions or body language
Criteria 5 (K5)	Learners should be able to understand all forms of numerical data ( <i>all the numbers up to the thousand or million, age signs, pricing, dates, quantity plus fractions and statistics</i> ) and how to present them in BSL
Criteria 6 (K6)	Learners should be reasonably fluent in the use of the past, present and future tenses and conditional timeline signs.
Criteria 7 (K7)	Expressions like <i>can, must, should, could</i> and <i>would</i> have particular emphasises in BSL and Learners should know how to use them.
Criteria 8 (K8)	Learners should be aware that negatives, question forms and commonly used grammatical structures use a variety of non-manual features and facial expressions.
Criteria 9 (K9)	Classifiers are handshapes and movements/location of these handshapes that help to provide information of a thing, shape, size, or type such as a vehicle: <i>a car, a parked car, a row of cars, two moving cars, a queue of cars &amp;c.</i>
Criteria 10 (K10)	Learners need to show they are able to ask for permission, or give instructions, <i>Can I come up and see you?/Come up and see me in the office when you get in.</i>
Criteria 11 (K11)	Complex sentence combinations come in all sorts, but those which are learnt asset phrases include sentences like <i>Ladies &amp; Gentlemen, good evening, I would like to welcome you to this conference &amp;c.</i>
Criteria 12	Learners expected to produce their BSL clearly enough for a sympathetic native user to understand without much difficulty.
Criteria 13 (K12)	This is an important part of BSL, and Learners should know a few key features such as pointing, eye contact, touch or spatial distance.
Criteria 14	Learners need to show that they can structure their presentation in the correct format and give descriptions in the right sequence.
Criteria 15	It is expected that the results of any research used in the presentation should be attached to the mark sheet. <b><i>Please note this is NOT the same as using reference sources to check meaning &amp;c</i></b>
Criteria 16 (K13)	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 **TEN** minutes, or if the Learner is awarded more than **THREE** "0" marks for any criteria.

Learner Assessment Record for Level 3 Certificate in BSL Studies (*Assessment 2 of IBSL3AUN & IBSL3ASN*)

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 A BROAD GENERAL VOCABULARY AND KEY WORK-RELATED TERMS IN EVERYDAY & WORK USE				
2 A RANGE OF WAYS TO LINK IDEAS AND HELP CLARIFY & FLUENCY				
3 DIFFERENT FORMS OF ADDRESS & POLITE CONVENTIONS TO SUIT ALL OCCASIONS				
4 WAYS TO EXPRESS FEELINGS (e.g. <i>wishes, gratitude, regret, apology &amp;c.</i> )				
5 NUMERICAL TERMS (E.G. <i>all numbers, fractions, statistics</i> ) AND WAYS TO TALK ABOUT THEM				
6 HOW TO EXPRESS THE PAST, PRESENT, FUTURE AND THE CONDITIONAL (e.g. <i>I would go...</i> )				
7 HOW <i>can, must, should, could, would &amp;c.</i> ARE EXPRESSED IN BSL				
8 ALL COMMON QUESTION FORMS & COMMON GRAMMATICAL STRUCTURES				
9 HOW TO USE CLASSIFIERS				
10 A RANGE OF COMPLEX SENTENCE COMBINATIONS				

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

11. HOW TO ASK PERMISSION AND GIVE INSTRUCTIONS				
12. CLEAR PRONOUNCTION OF BSL				
<b>Overall Learner is able to use or show...</b>				
13. 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			25		

Assessor Name & Signature		Assessor Ref	
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## Guide to the Learner Assessment Record for IBSL3ASN (first assessment)

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

<b>Criteria 1 (K1)</b>	Learners should be able to use a broad range of signs in everyday, some of which should be related to his or her work role.
<b>Criteria 2 (K2)</b>	Signs and phrases for this criteria should include connector conjunctions like <i>although, as long as</i> , adverbs such as <i>however</i> and enumerators such as <i>firstly, secondly &amp;c</i> and pronouns such as <i>either, neither, whatever, whichever</i>
<b>Criteria 3 (K3)</b>	Learners should know a range of different forms of address, greeting, leave-taking, and other polite conventions to suit different occasions and degrees of formality
<b>Criteria 4 (K4)</b>	Ways in which a learner expresses feelings 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 all forms of numerical data ( <i>all the numbers up to the thousand or million, age signs, pricing, dates, quantity plus fractions and statistics</i> ) and how to present them in BSL
<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>	Expressions like <i>can, must, should, could</i> and <i>would</i> have particular emphasises in BSL and Learners should know how to use them.
<b>Criteria 8 (K8)</b>	Learners should be aware that negatives, question forms and commonly used grammatical structures use a variety of non-manual features and facial expressions.
<b>Criteria 9 (K9)</b>	Classifiers are handshapes and movements/location of these handshapes that help to provide information of a thing, shape, size, or type such as a vehicle: <i>a car, a parked car, a row of cars, two moving cars, a queue of cars &amp;c.</i>
<b>Criteria 10 (K11)</b>	Complex sentence combinations come in all sorts, but those which are learnt asset phrases include sentences like <i>Ladies &amp; Gentlemen, good evening, I would like to welcome you to this conference &amp;c.</i>
<b>Criteria 11 (K10)</b>	Learners need to show they are able to ask for permission, or give instructions, <i>Can I come up and see you?/Come up and see me in the office when you get in.</i>
<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 (K12)</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 (K13)</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 **TEN** 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 3 OF IBSL3AUN/IBSL3ASN**

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 Assessment 3 of the L3 Certificate in BSL Studies IBSL3UAN

This page explains the features and performance criteria that External Examiners will be looking for when marking this assessment.

<b>Assessment Criteria 1 &amp; 2</b>	Examiners will be looking to see if Learners demonstrate their ability to initiate social contact with the use of the appropriate polite and cultural conventions.
<b>Assessment Criterion 3</b>	Examiners will check if the group is using vocabulary appropriate to the discussion and the level.
<b>Assessment Criteria 4, 5 &amp; 6</b>	Examiners will check to see if Learners are contributing to the discussion(s) going on, responding appropriately to questions & comments and adapting their choice & style of language to match the group discussion(s).
<b>Assessment Criteria 7, 10 &amp; 14</b>	Learners should be able to 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.
<b>Assessment Criteria 8 &amp; 9</b>	A learner must show that s/he is following the conversation/discussion(s) and checks to see if other people are also following the conversation/discussions.
<b>Assessment Criterion 11</b>	Examiners will be looking to see if the learner is able to articulate accurately, maintain accuracy and...
<b>Assessment Criterion 12</b>	....use strategies to ensure that fluency is maintained.
<b>Assessment Criterion 13</b>	Learners should demonstrate their ability to maintain a business and/or social relationship with others in the group.

**IMPORTANT:**

**EVERY** assessment criteria needs to be achieved in order to prove competence at Level 3 in this assessment.

**Learner Assessment Record for Level 3 Certificate in BSL Studies (Part 2 of IBSL3ADC Only)**  
 Note: This form is to be used for the assessment where the Learner & Teacher-Assessor engage in a 10-15 minute dialogue for part 2 of the IBSL3ADC assessment.

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

The Learner has observed and demonstrated the appropriate cultural conventions in....

		Y	N
1.	<b>STARTING A CONVERSATION</b>		
2.	<b>GETTING ATTENTION BEFORE AND DURING A CONVERSATION</b>		
3.	<b>MAINTAINING A CONVERSATION</b>		
4.	<b>ENDING A CONVERSATION</b>		

Result	Benchmark (All pcs should be achieved)	Pass/Fail
Overall		

Assessor Name & Signature		Assessor Ref	
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**Guide to the Learner Assessment Record for L3 Certificate in BSL Studies IBSL3ADC**

**Key Performance Criteria that need to be covered in marking Learners**

<b>1. 2.2 of the Qualification Specification</b>	Learners should be able to take the initiative in starting a conversation, showing the correct technique and etiquette.
<b>2. 2.1 of the Qualification Specification</b>	Learners should know and demonstrate the correct cultural conventions for gaining the attention of another participant, both before and during a conversation.
<b>3. 2.3 of the Qualification Specification</b>	Learners should be able to maintain a free-flowing dialogue, without prompting, using effective turn-taking and interruption etiquette.
<b>4. 2.4 of the Qualification Specification</b>	Forms of ending conversations, leave-taking and other polite conventions should be used to suit different occasions and varying degrees of informality.

**IMPORTANT:**

A Learner will be given a **FAIL** if **ANY** of the criteria are not met during the assessment.

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## *A Sample Paper that could be used for the IBSL3ADC "oral" assessment*

### **All questions must be answered**

1. You have just become deafened and as part of your rehabilitation been recommended to go to a Deaf centre and meet other people who are deaf. You have never seen BSL before in your life and don't realise there is a difference between Deaf and deaf people. Explain how their use of language, body language, gestures and emphasis might appear to you.
2. How would you meet the challenge of communicating with another person from a different part of Britain (or a country allied to Britain) who shares the same language (BSL) but in a form you have not come across before.
3. Explain how a person who does not use BSL standing with his or her back to a Deaf person would find it rude if the Deaf person taps him or her on the shoulder in order to get attention.
4. State the different politeness conventions between a person who uses BSL and someone who does not, and what each person might think of the other's manners/attitudes.
5. Give an example of a good working practice that includes a flexible response to someone from a different country or culture, assuming you are Deaf and the other person wears clothing traditional to the country or culture she is from.

**There will be 20 marks for each question answered, graded according to response. The total pass mark will be 70%.**

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*Sample Papers which shall be supplied by IBSL for use with Teacher-Assessor assessments. (1)*

**Assessment No. XXXX** *(this paper will be supplied at least 4 weeks after Learners have been registered with IBSL, and the timescale for the Paper shall lapse 20 weeks after the Paper is supplied to the Centre. The Assessment must have been completed before an application is made to IBSL for the visit of the External Examiner.)*

The topics listed below are meant to be researched and prepared for the first assessment for Unit IBSL3ASN where the Learner will have a 10-15 minute dialogue with their Teacher-Assessor.

Ideally, only one topic should be chosen for the dialogue, but it is acceptable for a maximum of two topics to be combined provided that the general 'theme' of the dialogue overlaps and can be combined naturally.

## Topic No.

1. Employment: My job role, including who I work for and what I do on a day-to-day basis;
2. Employment: My job role, including who I work for and the training & qualifications that I have needed for the job.
3. Employment: If you have had more than one job, what was the best job you had and why was this?
4. Employment: The job that you would really have liked to do, given the chance, and why?
5. Employment: If you have ever been made redundant, how you felt when you were told of the redundancy, and your experiences in trying to find another job. If you are still out of work, describe how you feel about this.
6. Educational activities: If you are at school, college or university, where are you studying, what you are studying, and what you hope to achieve at the end of your studies, and why you want to do this.
7. Educational activities: If you are at school, college or university, where are you studying, what you are studying, would you go on a "gap" year, and what would you like to achieve in this gap year.
8. Educational activities: If you have finished school, college or university, what were your best experiences of your education and why?
9. Educational activities: If you have finished school, college or university, what were your worse experiences of your education and why?
10. Educational activities: If you are doing (or have done) "leisure-style" education (i.e. attending yoga classes, flower-arranging etc), why have you chosen to do this (or these) courses and what enjoyment/fulfilment did you have of these courses?
11. Society: Whether you are employed, unemployed, retired, or not working on grounds of ill-health, what are your views about bankers and public servants receiving massive bonuses, very large pensions and pay-offs if they leave their jobs?
12. Society: How do you feel about the pensions system in Britain? For example, there are massive 'black holes' in Royal Mail pension funds and in other government department pension funds which taxpayers are expected to fund. How do these compare with your own pension arrangements?
13. Society: Pension age will go up to 66 in Britain by 2020. But in France and in Greece, there have been riots when they have tried to rise their pension ages to 62 (France) or 63 (Greece). What is the difference between the British people and the French/Greeks?

14. Society: Some people say that well-off people (or people who live abroad) should not get winter fuel allowance or child benefit – for example Sir Alan Sugar has told the government he doesn't want his winter fuel allowance, but they won't let him return it because 'it is a benefit for everyone entitled to it'. Discuss your views with your Teacher-Assessor.
15. Society: The government has protected (and indeed increased) its Overseas Aid development money while making savage cuts in Britain. Should charity begin at home?

## REMEMBER!

Make sure you have some numerical data, negatives and question forms, timelines and details to enable you to achieve the performance criteria indicators.

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*Sample Papers which shall be supplied by IBSL for use with Teacher-Assessor assessments. (2)*

**Assessment No. ZZZZ** (this paper will be supplied at least 4 weeks after Learners have been registered with IBSL, and the timescale for the Paper shall lapse 24 weeks after the Paper is supplied to the Centre. The Assessment must have been completed before an application is made to IBSL for the visit of the External Examiner.)

The topics listed below are meant to be researched and prepared for the second (joint) assessment for Units IBSL3ASN & IBSL3AUN where the Learner will have a 10-15 minute dialogue with their Teacher-Assessor.

Ideally, only one topic should be chosen for the dialogue, but it is acceptable for a maximum of two topics to be combined provided that the general 'theme' of the dialogue overlaps and can be combined naturally.

## Topic No.

16. Home and Leisure: Exchange information with your Teacher-Assessor about your homes, type of housing and utilities used, the people and animals that live in them, and any recent problems caused by weather conditions (eg. storm damage, floods) or internal disasters (eg. burst pipes, failure of heating systems)
17. Home & Leisure: Exchange information with your Teacher-Assessor about your homes, type of housing and utilities used, the people that live in them, the leisure and sports activities that they do.
18. Home and Leisure: Exchange information with your Teacher-Assessor about your hobbies and holidays taken recently, what was good (or bad) about these holidays, whether you use the Internet and if so, what problems if any you had with the Internet, whether you take part in any social networking such as Facebook, Twitter, Genes United or any other genealogical research.
19. Home and Leisure: sports or sports related activities – whether you play or go and watch or support teams etc., whether you take part in keep-fit activities; what was your best (or worse) sporting experience and why.
20. Home and Leisure: Food and drink – eating out, favourite restaurants, food allergies, likes and dislikes, home cooking (making favourite meals), watching food-related programmes on TV, what you would love to eat but can't (perhaps because of medical or diet reasons).
21. Travel: Discuss your daily work-related (or education-related) travel arrangements including timings, what is good or bad about these travel arrangements (whether bus, train, car or bike), do you use alternative travel arrangements for leisure (i.e. at weekends)
22. Travel: The type of car you use (if you drive), car-related problems, accidents, bumps, getting lost, tomtoms and satnavs – excellent or useless, mileage driven annually, two/five door, three wheeler and so on, worse journeys, weather mishaps.
23. Travel: Leisure travel and touring – by car, coach or bike (or canal narrowboat!), in Britain, Europe or USA, why do you do this, any excellent 'happenings' or serious mishaps, whether weather related or not.
24. Travel: holidays at home or abroad, cruises, air travel, adventure holidays, what you like, which ones were brilliant, and which ones were horrible (and why).
25. Travel: exotic holidays, safaris, luxury cruises, off-the-beaten track, space travel! If never been, what you would love to.
26. General: personal experiences of accidents, mishaps, natural disasters, problems caused by the weather and how you feel now, looking back.

27. General: social life – hobbies, reading books, going to the cinema, pubs, going out, what are the best things in your social life?
28. General: significant personal experiences, eg. having a baby, getting married, buying a new house, finding long-lost relatives, retiring from work, successfully obtaining your qualifications.
29. General: newspapers and TV news programmes/documentaries – what your interest is in these papers/TV programmes, what was the most remarkable or interesting thing you watched or read about (for example, the Chilean mine rescue). Why did that issue stick in your mind?
30. General: TV reality shows – X Factor, Strictly Dancing, I'm a Celebrity Get me out of here! Why are these so interesting to you, and what is your favourite.

## REMEMBER!

Make sure you have some numerical data, negatives and question forms, timelines and details to enable you to achieve the performance criteria indicators.