

2011-2012 Assessment

LEVEL 4 CERTIFICATE IN BSL STUDIES

This document is to outline the type of assessment that will be used for the Level 4 Certificate in BSL Studies learners.

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 stated on the IBSL website fees schedule and must be paid at the time the 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.

Three of the assessments will be externally marked by IBSL (*i.e. off-site*)

An External Examiner will have the responsibility of assessing the final assessment (Assessment 4) which covers both IBSL4AUN and IBSL4ASN.

The Assessments

The assessment of each unit will be as follows:

Unit IBSL4AUN

There are FOUR assessments for this unit, two of which will be joint assessments with 4ASN.

Assessment 1 will be conducted under controlled and supervised conditions. It will consist of material that will be supplied by IBSL and shall be a DVD of a presentation in BSL from which the learner will have to identify specific ideas/opinions, the general meaning of the presentation and the arguments that support the reasoning.

Learners will be allowed a maximum of 30 minutes to complete the assessment.

The assessment will be marked at source by IBSL, who will produce a mark sheet giving the achievement of the learner, which should be inserted in the coursework file (or *e-file*) as evidence of their achievement.

Assessment 2 will be conducted through a dialogue using a videophone or webcam (or other visually recorded devices) with your Teacher-Assessor, who will deliver in BSL a set of instructions or information over an extended period of approximately three minutes, and the learner will have to relay these instructions of information verbally through voice-activated recording.

Assessment 3 will be a one-to-one dialogue between the Teacher-Assessor and lasting approximately 15-20 minutes during which they will have a discussion of the Learner's choice. During this dialogue, the Learner is expected to demonstrate as much of the Knowledge & Understanding criteria as possible.

After the assessment, the Teacher-Assessor will give the Learner a Mark sheet which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement, together with the video-recorded assessment (either on DVD/USB or electronically in the e-file). The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner.

This is a joint assessment that also forms part of the IBSL4ASN evidence.

Assessment 4 will take the form of a 'live' debate in the presence of an External Examiner. This will be video-recorded for monitoring purposes.

The topic for the 'live' debate will be chosen on the day by the External Examiner from a short-list previously supplied by IBSL so that there is sufficient unpredictability involved to test the learner. The debate may involve three or more persons.

This is a joint assessment that also forms part of the IBSL4ASN evidence.

See Assessment Overview Chart.

Unit IBSL4ASN

There are FOUR assessments for this unit, two of which are joint assessments with 4AUN.

Assessment 1 will be conducted under controlled and supervised conditions. It will consist of material that will be supplied by IBSL and shall be a project presentation in BSL from the learner of at least 15 minutes duration to a small audience of two people, one of whom must be the teacher-assessor, in which the learner will have to express specific ideas/opinions, the general meaning of the presentation and the arguments that support the reasoning; After the assessment, the Teacher-Assessor will give the Learner a Mark sheet which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement, together with the video-recorded assessment (either on DVD/USB or electronically in the e-file). The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner.

Assessment 2 will consist of the learner translating a voice-activated recording of spoken English into BSL. The voice-activated recording will be of at least 3 minutes duration and will be sufficiently technical and unpredictable to provide a true test of the learner's ability to relay information informally from their own language into BSL. The voice-activated recording will be supplied by IBSL.

Assessment 3 will be a one-to-one dialogue between the Teacher-Assessor and lasting approximately 15-20 minutes during which they will have a discussion of the Learner's choice. During this dialogue, the Learner is expected to demonstrate as much of the Knowledge & Understanding criteria as possible.

After the assessment, the Teacher-Assessor will give the Learner a Mark sheet which should be inserted into the learner's coursework file (or *e-file*) as evidence of their achievement, together with the video-recorded assessment (either on DVD/USB or electronically in the e-file). The Mark Sheet must be dated and signed by both the Teacher-Assessor and the Learner.

This is a joint assessment that also forms part of the IBSL4AUN evidence.

Assessment 4 will take the form of a 'live' debate in the presence of an External Examiner. This will be video-recorded for monitoring purposes.

The topic for the 'live' debate will be chosen on the day by the External Examiner from a short-list previously supplied by IBSL so that there is sufficient unpredictability involved to test the learner. The debate will involve three or more persons.

This assessment also forms part of the IBSL4AUN evidence.

See Assessment Overview Chart

Unit IBSL4ALN

This unit will be assessed by two instruments of assessment, each of which will focus on two chosen and separate areas requiring the learner to demonstrate analytical skills in the use of BSL.

Assessment 1 will be conducted under controlled and supervised conditions and will comprise of the observation of a filmed sequence of approximately 3 minutes in length featuring a Deaf person who uses BSL as their first language telling a story.

Learners will be asked to identify examples from three out of six linguistic areas that you could find in the filmed clip:

1. Two signs relating to phoneme(s) or Duality
Examples: Name – Afternoon (same handshape but change of location)
Like – My (same location but change of handshape)
Chew – Wash (same handshape action/location but change in NMF)
2. Two signs relating to Sign Formation (i.e using the same location but with different handshapes)
Example: Morning – Doctor
3. Two signs linked to mouth patterns (spoken components) where the mouth pattern is needed to distinguish the sign from others.
Examples: Metal – Finland
Aunt- Uncle
Battery-Uncle
4. Two signs linked to mouth patterns (spoken components) which have first letter signs.
Examples: Geography
Gloucester
Government
Garage
5. Negation signs (facial expressions or mouth patterns like downturned mouth or “pew” with hand moving across and away from mouth)
Examples: Nothing
Wasn’t any
6. Head-Nods or Head-shakes (can be either a yes-no to a question OR answer to a rhetorical question that doesn’t involve manual signs)
Examples: A nodding head in confirmation
A headshake (wasn’t me!)

The learner should identify the sign with the timing at the top right corner of the clip.

The assessment will include an observation sheet to be completed by the learners. Each learner will be allowed one hour maximum to complete the assessment, during which they may replay the filmed sequence, or parts thereof, as many times as they wish.

Assessment 2 will be a written (or signed) essay where students will argue the case for sign language as a real language in answer to these common misconceptions

- sign language is universal
- sign language was created to help deaf people

- sign language is just English on the hands
- sign language and gesture are the same

The assessment can be either in written format of approximately 1500 words, or in a signed video format of approximately 10 minutes, to be completed in an agreed timescale.

Both assessments will be externally marked, and a result sheet supplied by IBSL for inclusion in the coursework file.

The short coursework file

Both filmed dialogues, and their relevant assessment record sheets, should be contained in a short coursework file.

The result sheets received from IBSL for the first assessment of IBSL4AUN and both assessments of IBSL4ALN 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.

Note:

The assessment documents in these guidelines are those that will be used by the Teacher-Assessor, whilst pages 13 & 14 are shown for exemplar purposes. *(Please also see the sample coursework file for full information)*.

Assessment Overview Chart

| Unit IBSL4AUN | Unit IBSL4ASN | Unit IBSL4ALN |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Assessment 1:</p> <p>This will be a supervised session where Learners have to watch and answer questions relating to a DVD presentation.</p> <p><i>Marked at source by IBSL and a result sheet supplied</i></p> | <p>Assessment 1:</p> <p>A project presentation from the Learner to an audience of two people of at least 15 minutes duration.</p> <p><i>Marked by the Teacher-Assessor</i></p> | <p>Assessment 1:</p> <p>Observation of a filmed sequence, and describing on an Observation sheet typical uses of three areas of linguistics.</p> <p><i>Marked at source by IBSL and a result sheet supplied</i></p> |
| <p>Assessment 2:</p> <p>A video-phone, or webcam or other device that produces a visually-recorded dialogue with the Teacher-Assessor during which the learner must relay the instructions or information given into a voice-activated recording.</p> <p><i>The voice recording is marked at source by IBSL, and a result sheet supplied.</i></p> | <p>Assessment 2:</p> <p>The learner will relay the contents of a voice-activated recording operated by the Teacher-Assessor into BSL.</p> <p><i>Marked by the Teacher-Assessor (who will be given a transcript of the recording and marking guidelines prior to the assessment).</i></p> | <p>Assessment 2:</p> <p>A written (1500 words) or signed (10 minutes) essay where learners will argue the case for sign language in answer to stated misconceptions.</p> <p><i>Marked at source by IBSL and a result sheet supplied</i></p> |
| <p>Assessment 3 (joint assessment):</p> <p>This will be a 1:1 dialogue between the Teacher-Assessor And the Learner lasting at least 15-20 minutes using a topic of the Learner's choice.</p> <p><i>Marked by the Teacher-Assessor</i></p> | | <p>Notes</p> <p>1. As can be seen, each Learner will have to be competent in 8 separate assessments, two of which are joint assessments for two of the units.</p> <p>2. Deaf Learners will be given different assessment tasks for Assessment 2 of both units AUN & ASN.</p> |
| <p>Assessment 4 (joint assessment):</p> <p>This will take the form of a 'live' debate in the presence of an external moderator who shall be responsible for the marking, with the topic chosen on the day from a short-list previously supplied by IBSL. The debate shall involve a minimum of three persons and a maximum of 4 persons and shall last for at least 20 minutes.</p> <p><i>Marked by the External Examiner</i></p> | | |

Learner Assessment Record for Level 4 Certificate in BSL Studies (*IBSL4ASN Only*)

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

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

Vocabulary

| | 3 | 2 | 1 | 0 |
|---------------------------------------------------------------------------------|---|---|---|---|
| 1. A BROAD GENERAL VOCABULARY AND TECHNICAL LANGUAGE RELATED TO WORK | | | | |
| 2. A WIDE RANGE OF WAYS TO LINK IDEAS AND HELP CLARITY & FLUENCY | | | | |
| 3. A WIDE RANGE OF POLITE CONVENTIONS TO SUIT DIFFERENT OCCASIONS & FORMALITY | | | | |
| 4. WAYS TO EXPRESS FEELING <i>e.g. hot-tempered, criticism</i> | | | | |
| 5. NUMERICAL TERMS & WAYS TO TALK ABOUT THEM <i>e.g. fractions, percentages</i> | | | | |

Grammatical Forms

| | | | | |
|----------------------------------------------------------------------------------------------|--|--|--|--|
| 6. ALL COMMONLY USED VERB FORMS, POSITIVE & NEGATIVE (<i>Note K6.1-K6.4 overleaf</i>) | | | | |
| 7. MOST COMMONLY USED GRAMMATICAL STRUCTURES, INCLUDING THE COMPLEX | | | | |
| 8. ALTERNATIVE TERMS AND STRUCTURES THAT MODIFY STYLE AND REGISTER | | | | |
| 9. ASPECT AND MANNER | | | | |
| Additionally the Learner is able to use or show | | | | |
| 10. ALL NON-VERBAL CULTURAL CONVENTIONS (<i>spatial distance, touch, eye contact etc.</i>) | | | | |
| 11. SHOW ABILITY TO CONSTRUCT AND PRESENT AN EFFECTIVE PRESENTATION | | | | |
| 12. REFERENCE SOURCES TO FIND OUT OR CHECK MEANING OR ACCURACY | | | | |

The time of the assessment must not be less than FIFTEEN minutes, or more than TWENTY minutes.

| Result | Timing (Tick) | No. of "0" Boxes | Benchmark | Actual | Pass/Fail |
|---------|---------------|------------------|-----------|--------|-----------|
| Overall | | | 12 | | |

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

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Guide to the Learner Assessment Record for L4 Certificate in BSL Studies IBSL4ASN (Assessment 1)

Key Grammatical Features and Performance Criteria that need to be covered in marking Learners

| | |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria 1 (K1) | Learners should be able to use a broad general vocabulary and the technical language relevant to their work. |
| Criteria 2 (K2) | Learners need to be able to use a wide range of ways to link ideas and help clarity and fluency, such as connectors (<i>conjunctions such as 'unless', 'except that', 'while' or adverbs such as 'yet', 'consequently', 'in addition'</i>) or pronouns |
| Criteria 3 (K3) | Learners should show a wide range of different forms of address, greeting, leave-taking and other polite conventions to suit different occasions and degrees of formality. |
| Criteria 4 (K4) | Learners should be able to use different ways of expressing feeling (<i>wishes, gratitude, regret, annoyance, apology, annoyance, criticism etc.</i>) |
| Criteria 5 (K5) | Learners should know different numerical terms (<i>all the numbers, fractions, percentages</i>) and ways of using them in BSL. |
| Criteria 6 (K6) | Learners should be able to show they can use all commonly used verb forms, positive & negative <ul style="list-style-type: none"> • All tenses or ways to show time frames; • All aspects if applicable (e.g. I work/I'm working); • All voices and moods if applicable (e.g. passive; subjunctive) • How to express: 'will, would, can, could, should, may, might, ought, will have, could have, should have' etc. |
| Criteria 7 (K7) | Learners need to know and show they can use most commonly used grammatical structures, including those which are complex. |
| Criteria 8 (K8) | Learners need to show use of alternative terms and structures which modify style and register for different audiences and contexts. |
| Criteria 9 (K9) | Aspect allows a signer to describe the internal timing or sequence of events, whilst with manner , a signer tells how an action was done. <i>Teachers and Learners should refer to pages 115-118 of the book The Linguistics of British Sign Language by Rachel Sutton-Spence & Bencie Woll for a fuller understanding.</i> |
| Criteria 10 (K10) | Learners should be aware of the most common spoken/signed and non-verbal polite conventions (e.g. <i>facial expression and gestures, spatial distance, touch, eye contact</i>) |
| Criteria 11 | Learners are required to show the ability to construct and deliver a presentation, summarising and narrating their information, instructions or descriptions in proper order or sequence, delivered at a pace and flow appropriate to the level. |
| Criteria 12 (K11) | A learner should be able to make effective use of language reference sources (<i>i.e. bilingual and monolingual dictionaries, thesauruses, on-line resources</i>), and show how, where and why they used specific research resources |

IMPORTANT:

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

Criterion 11 is **MANDATORY** and an 0 score in this will fail the assessment.

Learner Assessment Record for Level 4 Certificate in BSL Studies
(Assessment 2: IBSL4ASN –relaying the contents of a voice-activated recording into BSL)

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

During the relaying of the voice message in BSL, the Learner is able to understand & use

| | | 3 | 2 | 1 | 0 |
|----|-----------------------------------------------------------------------------------------|---|---|---|---|
| 1. | A BROAD GENERAL VOCABULARY AND TECHNICAL LANGUAGE RELATED TO WORK | | | | |
| 2. | A WIDE RANGE OF WAYS TO LINK IDEAS AND HELP CLARITY & FLUENCY | | | | |
| 3. | NUMERICAL TERMS & WAYS TO TALK ABOUT THEM <i>e.g. fractions, percentages</i> | | | | |
| 4. | MOST COMMONLY USED GRAMMATICAL STRUCTURES, INCLUDING THE COMPLEX | | | | |
| 5. | MODIFICATIONS OF STYLE AND REGISTER TO MATCH THE VOICE-ACTIVATED MESSAGE | | | | |
| 6. | DISPLAY REASONABLE ACCURACY IN RELAYING THE MESSAGE (ABOUT 80%) | | | | |
| 7. | SHOW ABILITY TO CONSTRUCT AND PRESENT AN EFFECTIVE MESSAGE RELAY | | | | |
| 8. | DEMONSTRATE AN OVERALL COMPETENCE IN CONDUCTING THE MESSAGE RELAY | | | | |

The time of the assessment must not be less than THREE minutes, or more than FIVE minutes in the translation.

| Result | Timing (Tick) | No. of "0" Boxes | Benchmark | Actual | Pass/Fail |
|---------|---------------|------------------|-----------|--------|-----------|
| Overall | | | 12 | | |

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

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Guide to the Learner Assessment Record for L4 Certificate in BSL Studies IBSL4ASN (Assessment 2: IBSL4ASN –relaying the contents of a voice-activated recording into BSL)

Key Grammatical Features and Performance Criteria that need to be covered in marking Learners

| | |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria 1 (K1) | Learners should be able to use broad general vocabulary and the technical language relevant to their work. |
| Criteria 2 (K2) | Learners need to be able to use a wide range of ways to link ideas and help clarity and fluency, such as connectors (<i>conjunctions such as 'unless', 'except that', 'while' or adverbs such as 'yet', 'consequently', 'in addition'</i>) or pronouns |
| Criteria 3 (K5) | Learners should know different numerical terms (<i>all the numbers, fractions, percentages</i>) and ways of using them in BSL. |
| Criteria 4 (K7) | Learners need to know and show they can use most commonly used grammatical structures, including those which are complex. |
| Criteria 5 (K8) | Learners need to show use of alternative terms and structures which modify style and register for different audiences and contexts, <i>particularly when relaying the voice-activated message.</i> |
| Criteria 6 | Learners should be able to relay with at least 80% accuracy the contents of the voice-activated message. |
| Criteria 7 | Learners must show that they are able to relay the message in a constructive and effective format, <i>i.e. in a smooth manner and not disjointedly.</i> |
| Criteria 8 | Learners must demonstrate an overall competence in conducting the message-relay, including appropriate use of technology. |

IMPORTANT:

A Learner will be given a **FAIL** if the Learner is awarded more than **THREE** "0" marks for any criteria.

Criterion 7 & 8 are **MANDATORY** and a 0 score in either of these will fail the assessment.

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Learner Assessment Record for Level 4 Certificate in BSL Studies (*the Joint Assessment for IBSL4AUN & IBSL34SN*)

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

Reception: the Learner is able to use and understand...

| | | 3 | 2 | 1 | 0 |
|-----|-----------------------------------------------------------------------------------------------|---|---|---|---|
| 1 | A BROAD GENERAL VOCABULARY AND TECHNICAL LANGUAGE RELATING TO WORK | | | | |
| 2 | WIDE RANGE OF WAYS TO LINK IDEAS AND HELP CLARITY & FLUENCY | | | | |
| 3 | WIDE RANGE OF POLITE CONVENTIONS TO SUIT DIFFERENT OCCASIONS & FORMALITY | | | | |
| 4 | WAYS TO EXPRESS FEELING <i>e.g. hot-tempered, criticism</i> | | | | |
| 5 | NUMERICAL TERMS & WAYS TO TALK ABOUT THEM <i>e.g. fractions, percentages</i> | | | | |
| | Grammatical Forms | | | | |
| 6 | ALL COMMONLY USED VERB FORMS, POSITIVE & NEGATIVE (<i>Note K6.1-K6.4 overleaf</i>) | | | | |
| 7. | MOST COMMONLY USED GRAMMATICAL STRUCTURES, INCLUDING THE COMPLEX | | | | |
| 8. | ALTERNATIVE TERMS AND STRUCTURES THAT MODIFY STYLE & REGISTER | | | | |
| 9. | ASPECT AND MANNER | | | | |
| | Additionally the Learner is able to use or show | | | | |
| 10. | ALL NON-VERBAL CULTURAL CONVENTIONS (<i>spatial distance, touch, eye contact etc.</i>) | | | | |
| 11. | REFERENCE SOURCES TO FIND OUT OR CHECK MEANING OR ACCURACY | | | | |
| 12. | CONDUCT A DISCUSSION AT A PACE, FLOW AND FLUENCY APPROPRIATE TO THE LEVEL | | | | |
| 13. | PROVIDE INFORMATION, INSTRUCTIONS OR DESCRIPTIONS IN PROPER SEQUENCE | | | | |
| 14. | MAINTAIN A FREE-FLOWING DIALOGUE WITH THE TEACHER-ASSESSOR* | | | | |
| 15. | SHOW APPROPRIATE TURN-TAKING AND INTERRUPTION STRATEGIES | | | | |

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

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

INSTITUTE OF BSL

Guide to the Learner Assessment Record for L4 Certificate in BSL Studies Assessment 3: The Joint Assessment for IBSL4UAN & IBSL4ASN

Key Grammatical Features and Performance Criteria that need to be covered in marking Learners

| | |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria 1 (K1) | Assessors should be satisfied that learners can both understand and use a broad general of vocabulary that is in everyday use, including technical language related to work. |
| Criteria 2 (K2) | Assessors must be satisfied that learners can both understand and show how to use a wide range of ways to link ideas and help clarity and fluency, such as connectors (<i>conjunctions such as 'unless', 'except that', 'while' or adverbs such as 'yet', 'consequently', 'in addition'</i>) or pronouns |
| Criteria 3 (K3) | Forms of address, greeting, leave-taking and other polite conventions should be used to suit different occasions and varying degrees of formality. |
| Criteria 4 (K4) | Learners should be able to understand and use different ways of expressing feeling (<i>wishes, gratitude, regret, annoyance, apology, annoyance, criticism etc.</i>) |
| Criteria 5 (K5) | Assessors should ensure that learners are aware how to recognise and use different numerical terms (<i>all the numbers, fractions, percentages</i>) and ways of using them in BSL. |
| Criteria 6 (K6) | Learners should be able to show they can use all commonly used verb forms, positive & negative <ul style="list-style-type: none"> • All tenses or ways to show time frames; • All aspects if applicable (e.g. I work/I'm working); • All voices and moods if applicable (e.g. passive; subjunctive) • How to express: 'will, would, can, could, should, may, might, ought, will have, could have, should have' etc. |
| Criteria 7 (K7) | Learners need to know and show they can use most commonly used grammatical structures, including those which are complex. |
| Criteria 8 (K8) | Learners need to show use of alternative terms and structures which modify style and register for different audiences and contexts. |
| Criteria 9 (K9) | Aspect allows a signer to describe the internal timing or sequence of events, whilst with manner , a signer tells how an action was done. <i>Teachers and Learners should refer to pages 115-118 of the book The Linguistics of British Sign Language by Rachel Sutton-Spence & Bencie Woll for a fuller understanding.</i> |
| Criteria 10 (K10) | Learners must know and understand the most common signed and non-verbal polite conventions (<i>gestures, spatial distance, touch and eye contact</i>) |
| Criteria 11 (K11) | A learner should be able to make effective use of language reference sources (<i>i.e. bilingual and monolingual dictionaries, thesauruses, on-line resources</i>). |
| Criteria 12 | At this level (4), learners should demonstrate they can sign and follow signing at the right pace and appropriate fluency, with reasonable accuracy although some small mistakes may be made; fingerspelling and handshapes especially should be absolutely accurate. |
| Criteria 13 | Learners should be able to summarise and narrate their information, instructions or descriptions in proper order or sequence. |
| Criteria 14 | Learners should be able to maintain a free-flowing dialogue, without prompting from the Teacher-Assessor or losing track of what is being discussed, AND *show that they are able to adopt the appropriate 'listening mode' in their conversation |
| Criteria 15 | A learner should be able to demonstrate correct use of turn-taking and interruption strategies to enable discussions to flow naturally. |

IMPORTANT:

A Learner will be given a **FAIL** if the assessment does not last for a minimum of **FIFTEEN** minutes, or if the Learner is awarded more than **THREE** "0" marks for any criteria. **Assessment criterion nos. 12-15 are mandatory and a "0" score in any of these is also a FAIL.**

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ASSESSMENT RECORD SHEET FOR USE BY EXTERNAL EXAMINERS FOR ASSESSMENT 4 (THE DEBATE) OF THE JOINT ASSESSMENT IBSL4AUN/IBSL4ASN

| 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) & debate | | | | | | | | | |
| 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 | | |

INSTITUTE OF BSL

Guide to Assessment 3 of the L4 Certificate in BSL Studies IBSL4UAN/IBSL4ASN

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

| | |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria 1 & 2 | 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. |
| Criteria 3 | Examiners will check if the group is using vocabulary appropriate to the discussion and the level. |
| Criteria 4, 5 & 6 | 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). |
| Criteria 7, 10 & 14 | 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. |
| Criteria 8 & 9 | 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. |
| Criteria 11 | Examiners will be looking to see if the learner is able to articulate accurately, maintain accuracy and... |
| Criteria 12 |use strategies to ensure that fluency is maintained. |
| Criteria 13 | 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 4 in this assessment.

INSTITUTE OF BSL

Assessments to be marked at source by IBSL

The marking for the following assessments will be done at source by IBSL, and successful Learners will be issued with Result Sheets for all these assessments for insertion in their coursework files (please see sample file):

Assessment 1 IBSLAUN (Receptive Skills assessment)

Assessment 2 IBSLAUN (visually recorded dialogue with the Teacher-Assessor through an approved medium)

Assessment 1 IBSLALN (typical use of three areas of linguistics)

Assessment 2 IBSLALN (Written or signed essay)