



# Qualification Specification

Level 4 Certificate in Irish Sign

Language and Introduction to Interpreting

601/3732/0

Sept 2017 – Aug 2018

# QUALIFICATION SPECIFICATION

## Signature Level 4 Certificate in Irish Sign Language and Introduction to Interpreting (RQF)

(QAN: 601/3732/0)

(Signature Qualification Reference: ISLI4)

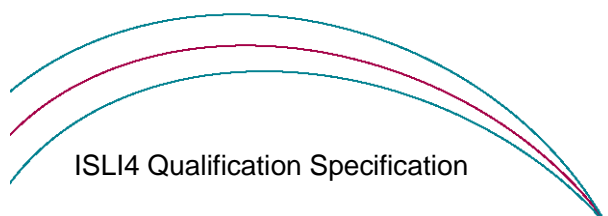
### Qualification aim

The Level 4 Certificate in Irish Sign Language and Introduction to Interpreting caters for the learning needs of those who already have competence in Irish Sign Language at Level 3 and are interested in an introduction to interpreting. It is designed for those who work with, or want to work with, Deaf people (e.g. social workers, teachers of the Deaf, communicators, voluntary workers, workers within Deaf organisations, schools, etc.), those who wish to expand their knowledge and skills in Irish Sign Language and those who are interested in a career in interpreting. Successful completion of this qualification can be used as evidence of the language skills needed, in order to be able to operate independently and at an advanced level in the target language.

This qualification uses the National Occupational Standards at Level 4 and also the Trainee Sign Language Interpreter standards. The assessment criteria for units ISL421 and ISL422 are taken from the UK Occupational Language Standards at Level 4 ('extended' language use). The qualification is at Level 4 on the Qualification & Credit Framework (RQF), Extended Level on the Language Ladder, and Level B2/C1 on the Common European Framework. Application of these standards has been applied to the units within the qualification.

The assessment criteria for unit ISL423 are taken from the National Occupational Standards at Trainee Sign Language Interpreter Level.

**NB The knowledge and understanding element of the National Occupational Standards (NOS) are not formally assessed.** Assessment is through the assessment criteria. They do provide background information to help support the achievement of the assessment criteria detailed in each unit.



The standards can be used to:

- Describe good practice in particular areas of professional activity.
- Inform job descriptions and personal specifications.
- Design training courses and continuous professional development.
- Assess the skills of those who are qualified, e.g. for recruitment or appraisal purposes.
- Offer a framework for quality assurance.

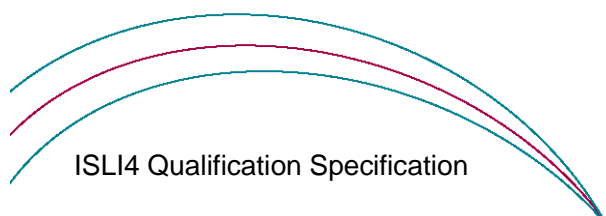
## Qualification structure

The qualification is divided into four units each of which will be assessed separately. Although assessments can be taken straight after each unit has been taught, Signature suggests that **all** external assessments are best taken at the end of the course when all teaching is complete.

Unit type	Signature unit code	RQF unit number	Unit title	Unit details
Mandatory	ISL420	H/506/4826	Extended sign language linguistics	See Unit Specification ISL420
Mandatory	ISL421	K/506/4827	Understand extended Irish Sign Language in a range of work and social situations	See Unit Specification ISL421
Mandatory	ISL422	K/506/4830	Use extended Irish Sign Language in a range of work and social situations	See Unit Specification ISL422
Mandatory	ISL423	T/506/3924	Introduction to Interpreting	See Unit Specification ISL423

## Qualification objectives

Successful completion of this qualification can be used as evidence of the language skills needed in order to be able to operate independently and at an advanced level in the target language. It is useful for those who work on a regular basis with Deaf people (e.g. social workers, teachers of the Deaf, communicators, voluntary workers, workers within Deaf organisations, schools, etc.), those who aspire to work in these contexts, and those who wish to expand their knowledge and skills in Irish Sign Language.



The completion of unit ISL423 can be used as evidence of the interpreting skills needed in order to apply for registration as a trainee interpreter. It is important to note however that this alone does not allow a successful candidate to achieve Trainee Interpreter status. There are a number of other criteria that must also be achieved before applying for registration as a Trainee Interpreter, please refer to the NRCPD website for information on this: [www.nrcpd.org.uk](http://www.nrcpd.org.uk).

## Delivery and contact hours

### Guided Learning Hours (GLH)

The Certificate has a credit value of 36 and 360 hours of learning in total. The recommended guided learning hours are 220 in total as shown in the table below. The guided learning hours of 220 hours is the time the learner is timetabled for face- to -face contact and should include:

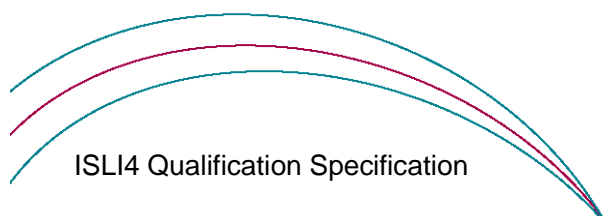
- Classroom based teaching.
- Individual or group tutorials.
- Feedback or observed practice.

The recommended study hours are shown below:

Unit	Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 4
ISL420	40	20	60	6
ISL421	70	50	120	12
ISL422	70	50	120	12
ISL423	40	20	60	6

### Total Qualification Time

Guided learning hours (GLH)	Additional study hours	Total Qualification Time	Credit value at Level 4
220	140	360	36



## Essential requirements

In order to be entered for a course and assessment leading to this qualification, learners must be able to demonstrate competence in ISL at Level 3. It is the responsibility of the centre to ensure that this requirement has been met before accepting a learner for this qualification. Learners should be assessed at their induction to demonstrate their skills. This qualification is listed as appropriate for learners aged 19 and over.

## Planning for programme delivery

Centres wishing to offer the Level 4 Certificate in ISL and Introduction to Interpreting will need to consider:

- The anticipated market.
- Support and guidance to meet individual learning needs.
- The mode and delivery of the programme; structure and content.
- Overall resources and staffing requirements for planning and delivery.
- Procedures for ensuring review and revision in accordance with contemporary issues.

## Centre resources

Centres wishing to offer this qualification should ensure there are sufficient resources and expertise to support delivery of the programme. Taught sessions should be delivered in an identified base room. A range of appropriate audio visual aids are likely to be required for the sessions. Centres must ensure that learners have access to resources that are appropriate for the Level 4 nature of this qualification. Centres may be visited by Signature at any time.

## Centre Staffing

Centres should identify a suitable, qualified, programme manager and delivery team. The members of the delivery team who teach and assess on behalf of the centre should have the following qualifications and experience:

- A recognised teaching qualification.
- Level 4/Level 6 ISL or equivalent.
- Level 1 Award in Deaf Awareness and Communication or equivalent.
- Substantial teaching experience.
- Fully conversant with Deaf culture.

- Knowledge of ISL linguistics and grammar.
- Occupationally competent interpreter(s) with considerable theoretical understanding of the role and experience of affective rather than just knowledge based teaching.

## Support provided to learners during their course

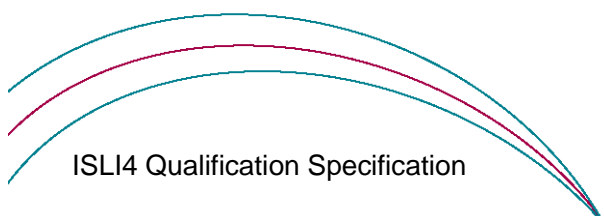
### Induction

As part of the induction process, learners should be given information about the course content, advice on the assessment methods for this qualification and information on reasonable adjustments. Learners should also be given information on guided learning hours, ongoing support, information on tutorials and the range of teaching materials that will be available to support learning. All learners should be assessed on their current ISL knowledge/skills prior to starting the course.

### Progression Routes

On completion of this qualification, the learner may wish to progress to the following qualifications:

- Signature Level 6 NVQ Certificate in Irish Sign Language, and from there to the following qualifications:
- Signature Level 6 NVQ Diploma in Sign Language Interpreting.
- Signature Level 6 Diploma in Sign Language Translation.



# UNIT SPECIFICATION

## Unit ISL420 – Extended Sign Language Linguistics

(RQF Unit Number: H/506/4826)

Guided Learning Hours	Additional study/practice	Total Learning Time	Credit value at Level 4
40	20	60	6

### Unit aim:

This unit is for learners who wish to develop their knowledge and skills in Irish Sign Language linguistics and grammar. It will support the requirements described in the assessment criteria of units ISL421 and ISL422 and enable learners to apply their linguistic knowledge when undertaking those units. It is recommended that learners complete the assessment for this unit first.

<b>Learning Outcomes</b> On completion of this unit, the learner will:	<b>Assessment Criteria</b> On completion of this unit, the learner can:
1. Understand the use of ISL grammatical features relating to phonology	1.1 Explain the phonological make-up of signs in ISL a. Handshape b. Location c. Movement d. Orientation e. Non-manual features 1.2 Describe the different configurations of signs in ISL a. One-handed b. Two-handed symmetrical c. Two-handed non-symmetrical 1.3 Describe the phonological rules of ISL and explain how they differ to other signed and spoken languages 1.4 Describe the difference between syllables in signed and spoken languages



<p>2. Understand the use of ISL grammatical features relating to morphology</p>	<p>2.1 Describe the different verb classes in ISL</p> <ul style="list-style-type: none"><li>a. Plain verbs</li><li>b. Agreement verbs</li><li>c. Classifier verbs</li></ul> <p>2.2 Describe how tense, aspect and mood are used in ISL</p> <p>2.3 Describe how nouns are used in ISL</p> <ul style="list-style-type: none"><li>a. Personal pronouns</li><li>b. Possessive pronouns</li><li>c. Plurality in nouns</li></ul> <p>2.4 Describe the different types of classifiers in ISL and how they are used</p> <ul style="list-style-type: none"><li>a. Entity classifiers</li><li>b. Handling classifiers</li><li>c. Tracing classifiers</li></ul> <p>2.5 Explain the difference between the established and productive lexicons</p>
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<p>3. Understand the use of ISL grammatical features relating to syntax</p>	<p>3.1 Define the different syntactic roles</p> <ul style="list-style-type: none"> <li>a. Subject</li> <li>b. Agent</li> <li>c. Direct object</li> <li>d. Indirect object</li> <li>e. Transitive verb</li> <li>f. Intransitive verb</li> </ul> <p>3.2 Explain how eye-gaze is used to mark syntactic roles in ISL</p> <p>3.3 Explain how classifiers are used to mark syntactic roles in ISL</p> <p>3.4 Describe how information is structured in ISL</p> <p>3.5 Explain the different interrogative constructions in ISL</p> <ul style="list-style-type: none"> <li>a. Closed questions</li> <li>b. Open questions</li> <li>c. Tag questions</li> </ul> <p>3.6 Explain the different negative constructions in ISL</p> <ul style="list-style-type: none"> <li>a. Negating manual signs</li> <li>b. Negated lexical verbs</li> <li>c. Negative mood</li> <li>d. Strong and weak negation</li> </ul> <p>3.7 Explain the different types and uses of space in ISL</p> <ul style="list-style-type: none"> <li>a. Syntactic space</li> <li>b. Topographic space</li> <li>c. Hierarchy</li> </ul> <p>3.8 Describe how connectors are used in ISL</p>
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<p>4. Understand sociolinguistics of ISL</p>	<p>4.1 Explain the difference between an accent and a dialect and how they are manifested in ISL</p> <p>4.2 Explain the process of standardisation and how it relates to ISL</p> <p>4.3 Explain the purpose of signed and non-verbal cultural conventions</p> <p>4.4 Explain turn-taking conventions in ISL</p> <p>4.5 Define style and register and explain how they are used in ISL</p> <p>4.6 Describe how ISL is used among different age groups</p>
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## Level 4 Certificate in Irish Sign Language

Unit ISL420

# ASSESSMENT SPECIFICATION

Please read this specification in conjunction with Signature Assessment Regulations on our website.

Assessment for this unit will be split into different parts as detailed below:

Assessment	Method of assessment
1. Linguistic Analysis: Phonology	Internally assessed by the centre
2. Linguistic Analysis: Morphology	Internally assessed by the centre
3. Linguistic Analysis: Syntax	Internally assessed by the centre
4. Linguistic Analysis: Sociolinguistics	Internally assessed by the centre
5. 1 hour written Assessment	Externally assessed by Signature

**Important Notice: All Internally Assessed Units will be Externally Quality Assured by Signature.**

### Parts 1 to 4 - Linguistic Analysis

Candidates will be asked to produce a linguistic analysis for each Learning Outcome on a pre-recorded two-way discussion in ISL. The candidate will be expected to discuss the different elements of linguistics used in the discussion.

#### Notes

- The pre-recorded discussion can be either:
  - the candidate's own evidence clip that could also be used for ISL421 and/or ISL422
- **OR**
  - chosen by the centre
- A different clip must be used for each part (1 to 4). Candidates can use more than one clip for each part if necessary.
- Each clip must be at least 5 minutes in length.

The teacher-assessor should fill in the relevant Candidate Assessment Record (CAR) Form(s) for these sections to show which assessment criteria has been met.

## **Part 5**

Assessment for Part 5 will take the form of a 60 minute written question paper based on the content of this unit.

This will be externally marked by Signature.

**The pass mark for Part 5 is 75%.**

**The evidence collected for parts 1 to 4 will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature. The CAR forms that show candidates have achieved parts 1 to 4 must be returned to Signature, at the same time as sending Part 5 to Signature for marking.**

**Candidates must pass all 5 parts to achieve this unit.**

# UNIT SPECIFICATION

## Unit ISL421 – Understand extended Irish Sign Language in a range of work and social situations

(RQF Unit Number: K/506/4827)

Guided Learning Hours	Additional study/practice	Total Learning Time	Credit value at Level 4
70	50	120	12

### Unit aim

The aim of the unit is to enable learners to understand extended Irish Sign Language in a range of work **and** social situations.

### Unit Summary

By the end of this unit the learner can follow conversations and discussions, delivered at normal speed, on a range of topics in different work and social situations (including one to one interaction, group discussions and presentations). Learners can take part in detailed social interaction as well as following negotiations, discussions and instructions within their area of work. The learner can follow news items, interviews and documentaries. If appropriate, they can deal with non-routine telephone or video calls or web-based live communications.

### Receptive skills

#### Note:

The natural context for using Irish Sign Language is through communication e.g. conversations, discussions, and presentations. The best approach to teaching is to work through ISL420, ISL421 and ISL422 at the same time, covering receptive and productive linguistic content together. We recommend that the assessment for ISL420 is carried out first.

Learners should receive the appropriate amount of teaching before taking the assessment.

Learners will be expected to attend classroom-based learning and teachers should provide a

range of group activities. Teachers are also expected to include one to one tutorials and feedback. Ideally, learners should interact with ISL users in a variety of real life situations and are also expected to pursue a course of private study in addition to the above.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
On completion of this unit, the learner will:	On completion of this unit, the learner can:
1. Understand extended signed communication in a wide range of work and social situations	1.1 Recognise from all forms of dialogue delivered at normal speed and containing a broad range of vocabulary and sentence structures: <ol style="list-style-type: none"> <li>a. Arguments and lines of reasoning</li> <li>b. Opinions and distinguish them from other information</li> <li>c. Enquiries, questions, comments and responses</li> <li>d. Detailed instructions and advice and their urgency or priority</li> <li>e. A wide range of feelings</li> <li>f. A wide range of needs</li> <li>g. Humour</li> </ol> 1.2 Extract the most relevant details and the general meaning from all forms of dialogue 1.3 Recognise a wide range of vocabulary, including some technical language relevant to their work 1.4 Recognise all numerical terms and different ways of signing them 1.5 Recognise all common regional variations
2. Understand an extended range of grammatical structures, including some complex structures	2.1 Identify accurately from all commonly used verb forms: <ol style="list-style-type: none"> <li>a. All ways to show time frames</li> <li>b. All aspects               <ul style="list-style-type: none"> <li>• Durative</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Continuative</li> <li>• Habitual</li> <li>• Iterative</li> <li>• Inceptive</li> <li>• Cessive</li> <li>• Incremental</li> <li>• Sudden</li> <li>• Gradual</li> </ul> <p>c. All moods</p> <ul style="list-style-type: none"> <li>• Conditional</li> <li>• Subjunctive</li> <li>• Affirmative</li> <li>• Negative</li> </ul> <p>2.2 Recognise a wide range of ways to link concepts and to support pace, clarity and cohesion</p> <p>2.3 Identify the style and formality of language used</p> <p>2.4 Recognise all common signed, non-verbal and turn-taking cultural conventions</p>
<p>3. Be able to perform a sight translation from ISL to written English</p>	<p>3.1 Translate the message from the source language into the target language accurately</p> <p>3.2 Translate, at sight, factual information, concepts and/or opinions</p> <p>3.3 Reflect broadly the language, register and tone used</p> <p>3.4 Find alternative ways to accurately represent the meaning of complex terms and phrases, if you do not know the direct equivalent in the target language</p>
<p>4. Be able to develop their own linguistic proficiency through independent learning</p>	<p>4.1 Reflect on:</p> <p>a. The effectiveness and accuracy of the dialogue: Capturing the overall meaning</p> <ul style="list-style-type: none"> <li>• Capturing the main points</li> </ul>



- Capturing a sequence of events or actions
  - Identifying methods to help aid clarity or fluency
- b. The use of register and its appropriateness to the situation
  - c. The complexity of the language (vocabulary, pronunciation, space, time frames, aspect, etc.)
- 4.2 Evaluate how well they coped with:
- a. The conduct, style and interaction with interlocutors
  - b. The approach they took to deal with cultural conventions
  - c. Instances of communication breakdown, their causes, and whether they took the right action to repair them
- 4.3 Identify ways in which improvements can be made:
- a. Understanding of extended or complex language (phonology, morphology, syntax)
  - b. Understanding of signed, non-verbal and turn taking cultural conventions
  - c. Understanding of new vocabulary or expressions
- 4.4 Identify and take relevant opportunities to develop their linguistic skills and knowledge
- 4.5 Maintain a glossary of new vocabulary or expressions
- 4.6 Make use of relevant language reference sources (bilingual/monolingual dictionaries, grammar books, online resources)

## Topics:

1. Jobs
2. The law
3. Medicine
4. Culture
5. Science and technology
6. Entertainment and the arts

## Knowledge and understanding

Knowledge and understanding are not assessed separately. It is done through the achievement of the assessment criteria.

At Level 4, the learner will be able to demonstrate K1 - K10 shown below:

- understand extended vocabulary and sentence structures
- language which is signed clearly at normal speed
- in a range of work and social situations.

**K1** Understand a broad general vocabulary and the technical language related to their work.

**K2** Understand a wide range of ways to link ideas and help clarity and fluency such as:

- most common connectors
- all pronouns.

**K3** Understand a wide range of different forms of address, greetings, leave taking and other polite conventions to suit different occasions and degrees of formality.

**K4** Understand ways to express feelings.

**K5** Understand all numerical terms and ways to sign about them.

**K6** Understand all commonly used verb forms, positive and negative (all tenses, all aspect, all moods, modal verbs).

**K7** Understand most commonly used grammatical structures, including those which are complex.

**K8** Understand the different terms and structures which modify style and register for different audiences and contexts.

**K9** Understand all common signed non verbal polite conventions.

**K10** Understand how to make effective use of relevant language reference sources.

## Level 4 Certificate in Irish Sign Language

Unit ISL421

# ASSESSMENT SPECIFICATION

**Please read this specification in conjunction with Signature Assessment Regulations on our website.**

Assessment for this unit will be split into different parts as detailed below:

Assessment	Method of assessment
1. Discussion	Internally assessed at the centre
2. Discussion	Internally assessed at the centre
3. Discussion	Internally assessed at the centre
4. Discussion	Internally assessed at the centre
5. Learning Journal	Internally assessed at the centre
6. Sight translation (ISL to English)	Externally assessed by Signature
7. DVD conversation in ISL	Externally assessed by Signature

**Important Notice: All Internally Assessed Units will be Externally Quality Assured by Signature**

### Parts 1 to 4 – Discussion

For parts 1 to 4 candidates will need to participate in at least four discussions with ISL users. A range of assessment methods can be used in parts 1 to 4, but at least two of the pieces of evidence should be filmed, and a third piece of evidence above must be assessed through live observation. See Teacher Notes for more information.

#### Notes:

- Candidates can choose their own areas for discussion, based on the topics provided in this unit, with guidance from their teacher.
- Candidates should only have discussions in ISL with people who have skills at Level 4 ISL or above.

- Candidates should not film evidence with the same person more than twice.

Candidates' evidence will be collected in a portfolio and they must show which assessment criteria has been met on the relevant Candidate Assessment Record (CAR) form.

**The clips used to collect evidence can be used for ISL420, ISL421 and ISL422 if the assessment criteria is covered for both receptive and productive in any one piece of evidence.**

## **Part 5 – Learning Journal**

Candidates will be expected to create a Learning Journal to reflect on their performance, documenting their areas of learning. Candidates should use the template provided and will need to show which criteria they have met on the CAR form for this part of the assessment. The Learning Journal should cover the length of the course. This will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature.

## **Part 6 – Sight Translation**

Candidates will be assessed on their ability to translate ISL into English from a pre-recorded clip provided by the Signature. Candidates will need to meet all assessment criteria in Learning Outcome 3.

### **Notes:**

- Candidates can watch the clip as many times as they require within the 60 minute assessment time allocated.
- Candidates can take notes throughout the viewing of the clip.
- Candidates will then produce a final written translation of the clip.
- Candidates have 60 minutes for this assessment.

The recorded evidence for Part 6 will be sent to a Signature External Assessor for marking. Please refer to the Signature regulations for this unit.

**The pass mark for Part 6 is 75%.**

## Part 7 – DVD conversation in ISL

Candidates will be assessed on their understanding of a DVD conversation presented in ISL.

### Notes:

- The candidates will watch a two-way conversation DVD for this part of the assessment relating to one or more of the topics in this unit.
- The DVD will play the conversation for the first time. After the viewing of the conversation for the first time, the DVD will pause for **5 minutes**. During these 5 minutes, the candidates will read the questions. The DVD will automatically continue to play the conversation for a second time. **Candidates are not permitted to answer the questions during the second viewing of the conversation.**
- The candidates have a maximum of **30 minutes** to complete their answers on the assessment papers. The DVD will instruct when the 30 minute timing will begin.
- Candidates should be able to recognise all common regional variations in ISL, as the presenter on the DVDs may not use the candidates local signs.

**The pass mark for Part 7 is 75%.**

The evidence collected for parts 1 to 5 will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature. The CAR forms to show that candidates have achieved parts 1 to 5 must be returned to Signature, at the same time as sending Parts 6 and 7 to the Signature External Assessor for marking. Centres must keep filmed evidence for parts 1 to 5 for External Quality Assurance purposes, should they be required.

**Candidates must pass all 7 parts to achieve this unit.**

# UNIT SPECIFICATION

## Unit ISL422 – Use extended Irish Sign Language in a range of work and social situations

(RQF Unit Number: K/506/4830)

Guided Learning Hours	Additional Study/Practice	Total Learning Time	Credit Value at Level 4
70	50	120	12

### Unit aim

The aim of the unit is to enable learners to use extended Irish Sign Language in a range of work **and** social situations.

### Unit Summary

By the end of this unit the learner can use ISL confidently in a range of work-related and social situations (including one to ones, group discussions and presentations) and have a good vocabulary, which they can adapt to get more detailed messages across. The learner can keep the conversation going smoothly within familiar areas, and some unpredictable areas, but not always with complete accuracy. If appropriate, they can make non-routine telephone or video calls or web-based live communications.

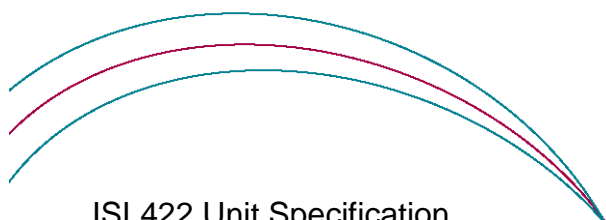
### Productive skills

#### Note:

The natural context for using Irish Sign Language is in communication (e.g. conversations, discussions, and presentation). The best approach to teaching is to work through ISL420, ISL421 and ISL422 at the same time, covering receptive and productive linguistic content together.

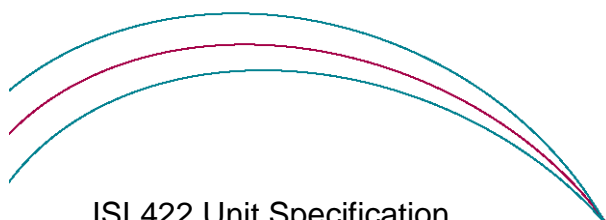
Learners should receive the appropriate amount of teaching before taking the assessment.

Learners will be expected to attend classroom-based learning and teachers should provide a



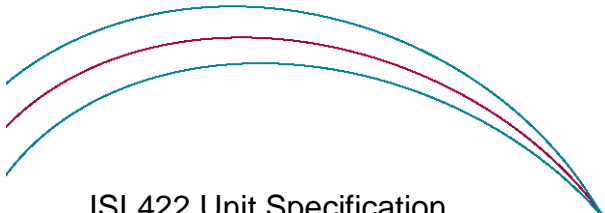
range of group activities. Teachers are also expected to include one to one tutorials and feedback. Ideally, learners should interact with ISL users in a variety of real life situations and are also expected to pursue a course of private study in addition to the above.

<b>Learning Outcomes</b> On completion of this unit, the learner will:	<b>Assessment Criteria</b> On completion of this unit, the learner can:
1. Be able to use extended ISL to communicate in a range of work and social situations	1.1 Initiate and maintain a detailed conversation 1.2 Adapt a wide range of vocabulary and some complex grammatical structures to express: <ol style="list-style-type: none"> <li>a. Proposals, instructions and advice</li> <li>b. Requests and enquiries</li> <li>c. A wide range of beliefs and opinions</li> <li>d. A wide range of feelings</li> </ol> 1.3 Maintain fluency and accuracy in contributions and some extended periods 1.4 Use accurate pronunciation and stress so that their message can be easily understood 1.5 Contribute spontaneously to all forms of dialogue 1.6 Find alternative ways to express unfamiliar or some complex terms 1.7 Use a wide range of vocabulary, including some technical language relevant to their work 1.8 Use all numerical terms and demonstrate a wide range of ways to sign them
2. Be able to use an extended range of grammatical structures including some complex structures	2.1 Express the different syntactic roles using the correct grammatical forms 2.2 Convey information using a range of structures, including all types of topics <ul style="list-style-type: none"> <li>• Nominal</li> <li>• Verbal</li> <li>• Spatial</li> </ul>

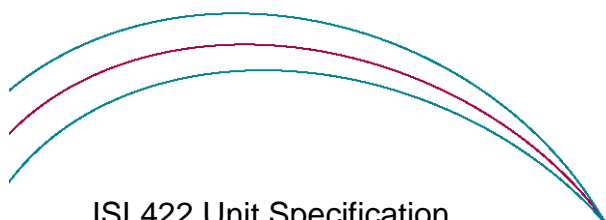




- Temporal
- 2.3 Use syntactic and topographic space, including spatial hierarchies, to show person, number and status
- 2.4 Use an extended range of signed, non-verbal and turn- taking cultural conventions
- 2.5 Demonstrate a wide range of ways to link concepts and to support pace, clarity and cohesion
- 2.6 Use all commonly used verb forms to express:
- a. All ways to show time frames
  - b. All aspects
    - Durative
    - Continuative
    - Habitual
    - Iterative
    - Inceptive
    - Cessive
    - Incremental
    - Sudden
    - Gradual
  - c. All moods
    - Conditional
    - Subjunctive
    - Affirmative
    - Negative
  - d. All modal verbs
    - Should
    - Could
    - Must
    - Been



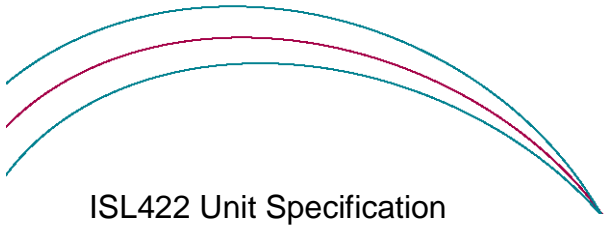
	<ul style="list-style-type: none"> <li>• Will</li> </ul> <p>2.7 Adapt signing style for formal and informal situations</p>
3. Be able to perform a sight translation from written English to ISL	<p>3.1 Translate the message from the source language into the target language accurately</p> <p>3.2 Translate at sight factual information, concepts and/or opinions</p> <p>3.3 Reflect broadly the language, register and tone used</p> <p>3.4 Find alternative ways to accurately represent the meaning of complex terms and phrases, if they do not know the direct equivalent in the target language</p>
4. Be able to develop their own linguistic proficiency through independent learning	<p>4.1 Reflect on:</p> <p>a. The effectiveness of the dialogue</p> <ul style="list-style-type: none"> <li>• Conveying the overall meaning</li> <li>• Conveying the main points</li> <li>• Conveying a sequence of events or actions</li> <li>• Using methods to help aid clarity or fluency</li> </ul> <p>b. The use of register and its appropriateness to the situation</p> <p>c. The accuracy of the language that they used (vocabulary, pronunciation, space, time frames, aspect, etc.)</p> <p>4.2 Evaluate how well they coped with:</p> <p>a. The conduct, style and interaction with interlocutors</p> <p>b. The approach they took to dealing with cultural conventions</p> <p>c. Instances of communication breakdown, their causes, and whether they took the right action to repair them</p> <p>4.3 Identify ways in which they can improve:</p> <p>a. Their grammatical accuracy (phonology, morphology, syntax)</p> <p>b. Their signed, non-verbal and turn taking cultural conventions</p> <p>c. Their knowledge of vocabulary or expressions</p> <p>4.4 Identify and take relevant opportunities to develop their linguistic skills and knowledge</p>



	4.5 Maintain a glossary of new vocabulary or expressions 4.6 Make use of relevant language reference sources (bilingual/monolingual dictionaries, grammar books, online resources)
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## Topics:

1. Jobs
2. The law
3. Medicine
4. Culture
5. Science and technology
6. Entertainment and the arts



## Knowledge and understanding

Knowledge and understanding is not assessed separately. It is done through achievement of the assessment criteria.

At Level 4, the learner will be able to demonstrate K1 - K10 shown below:

- clearly
- in a range of work and social situations (one to ones; groups and presenting information)
- using and adapting a range of expressions and grammatical structures.

**K1** Use a broad general vocabulary and the technical language related to their work.

**K2** Use a wide range of ways to link ideas and help clarity and fluency such as:

- most common connectors
- all pronouns.

**K3** Use a wide range of different forms of address, greetings, leave taking and other polite conventions to suit different occasions and degrees of formality.

**K4** Show different ways to express feelings.

**K5** Use all numerical terms.

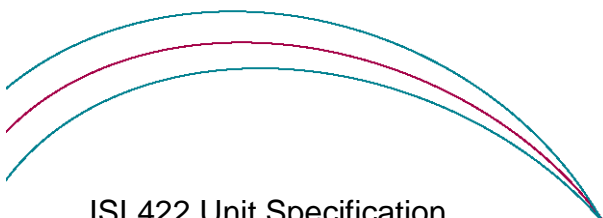
**K6** Use all commonly used verb forms, positive and negative (all tenses, all aspect, all moods, modal verbs).

**K7** Use most commonly used grammatical structures, including those which are complex.

**K8** Show how to modify style and register for different audiences and contexts.

**K9** Use all common signed non verbal polite conventions.

**K10** Make effective use of relevant language reference sources.



## Level 4 Certificate in Irish Sign Language

Unit ISL422

# ASSESSMENT SPECIFICATION

Please read this specification in conjunction with Signature Assessment Regulations on our website.

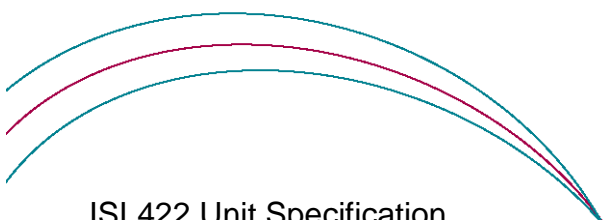
Assessment for this unit will be split into different parts as detailed below:

Assessment	Method of assessment
1. Discussion	Internally assessed by the centre
2. Discussion	Internally assessed by the centre
3. Discussion	Internally assessed by the centre
4. Discussion	Internally assessed by the centre
5. Learning Journal	Internally assessed by the centre
6. Sight translation (English to ISL)	Externally assessed by Signature
7. Presentation	Externally assessed by Signature

**Important Notice: All Internally Assessed Units will be Externally Quality Assured by Signature.**

### Parts 1 to 4 – Discussion

For parts 1 to 4 candidates will need to participate in four discussions with ISL users. A range of assessment methods can be used in parts 1 to 4, but at least two of the pieces of evidence should be filmed, and a third piece of evidence above must be assessed through live observation. See Teacher Notes for more information.



**Notes:**

- Candidates can choose their own areas for discussion, based on the topics provided in this unit, with guidance from their teacher.
- Candidates should only have discussions in ISL with people who have skills at Level 4 ISL or above.
- Candidates should not film evidence with the same person more than twice.

This will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature.

**The clips used to collect evidence can be used for ISL420, ISL421 and ISL422 if the assessment criteria is covered for both receptive and productive in any one piece of evidence.**

**Part 5 – Learning Journal**

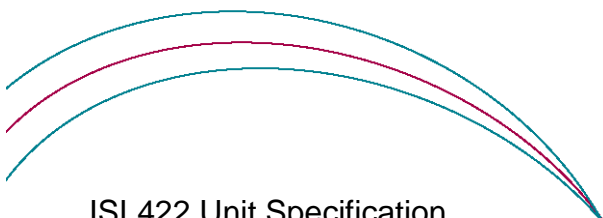
Candidates will be expected to create a Learning Journal to reflect on their performance, documenting their areas of learning. Candidates should use the template provided and will need to show which criteria they have met on the Candidate Assessment Record (CAR) form for this part of the assessment. The Learning Journal should cover the length of the course. This will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature.

**Part 6 – Sight Translation**

Candidates will be assessed on their ability to translate English into ISL from a written piece provided by Signature. Candidates will need to meet all assessment criteria in Learning Outcome 3.

**Notes:**

- Candidates can read the document, practice and prepare as many times as they require, within the 60 minute preparation time.
- Candidates will then produce a final 15-20 minute ISL translation of the written piece.



- Candidates will sign their presentation to the camera. **The candidate should be fully viewable, in the viewing frame of the camera, and all ISL features fully visible.**
- The assessment must be no longer than 20 minutes. Any assessment over 20 minutes will be marked up until 20 minutes only and the remainder disregarded.
- Candidates can take the transcript and/or written notes into the assessment room as an 'aide memoire'. Candidates should be careful that using these notes does not unduly affect the fluency of their translation.

The recorded evidence for Part 6 will be sent to a Signature External Assessor for marking. Please refer to the Signature regulations for this unit.

**The pass mark for Part 6 the assessment is 75%.**

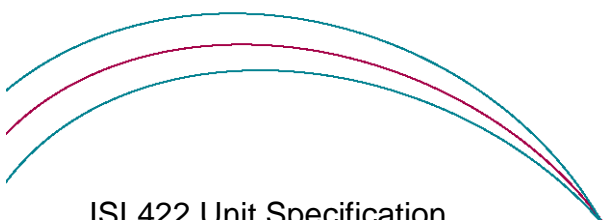
## Part 7 – Presentation

Candidates must choose **one** of the topic titles from the list of three topic titles provided by Signature, **no less than 4 weeks** prior to the agreed date/time of the assessment. They will use this time to prepare for their presentation assessment. Candidates will be assessed on their ISL presentation.

All discussion topics should have emphasis on Deaf related issues.

### Notes:

- The candidates will sign their 14-15 minute presentation to the teacher. The teacher and candidate should **both** be viewable, in the viewing frame of the camera, and **all** ISL features fully visible.
- **Start the assessment time** when the presentation starts.
- Candidates are encouraged to use visual aids but these may not take up an undue amount of time allowed for the assessment and not be the main focus of the assessment.
- If the candidate is struggling with their presentation, the teacher may prompt the candidate to help them to keep their presentation flowing. The teacher must not help them with their signing but can comment on or ask a question related to the theme. The teacher can prompt the candidate twice during the presentation if necessary. **External assessors will notify**



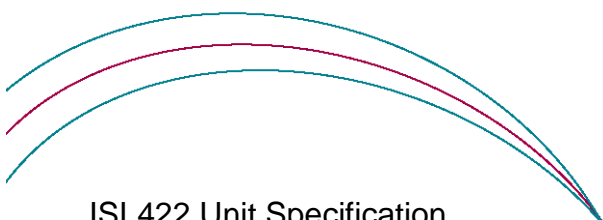
**Signature of any centre that demonstrates excessive prompting or where ISL features are not visible and the candidate will be marked as not assessed.**

The recorded evidence will be sent to a Signature External Assessor for marking. Please refer to the Signature regulations for this unit.

**The pass mark for Part 7 is 50%. In addition, Essential Criteria E1, E2 and E3 - two or more points must be achieved for each of these to pass this unit, regardless of the total number of points achieved.**

The evidence collected for parts 1 to 5 will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature. The CAR forms to show that candidates have achieved parts 1 to 5 must be returned to Signature at the same time as sending Parts 6 and 7 for marking. Centres must keep filmed evidence for parts 1 to 5 for External Quality Assurance purposes, should they be required.

**Candidates must pass all 7 parts to achieve this unit.**





# Level 4 Certificate in Irish Sign Language

Unit ISL422

## UNIT MARK SHEET

Part 6 Sight Translation													
Assessment Number:													
Skills	Assessment Factors	Candidate 1				Candidate 2				Candidate 3			
		Marks				Marks				Marks			
Productive skills	Adaptation of signing style - formal or Informal to reflect the script	0		2	4	0		2	4	0		2	4
	A range of ways to maintain signing in correct sequence	0		2	4	0		2	4	0		2	4
The learner is able to demonstrate:	The ability to deliver facts clearly and accurately	0		2	4	0		2	4	0		2	4
	How to express feelings correctly	0		2	4	0		2	4	0		2	4
	How to express beliefs and opinions clearly and accurately	0		2	4	0		2	4	0		2	4
	Use appropriate ISL to accurately match the English text to reflect broadly the language, register and tone used	0		2	4	0		2	4	0		2	4
	Correct classifier handshapes in extended periods of signing	0		2	4	0		2	4	0		2	4
	How to express the past, present, future and conditional using all commonly used verb forms	0		2	4	0		2	4	0		2	4
	How to express all modal verbs - should, could, must, been, will - using correct emphasis and modulation	0		2	4	0		2	4	0		2	4
	All aspects	0		2	4	0		2	4	0		2	4
	All moods	0		2	4	0		2	4	0		2	4
	Essential Criteria	E1 - Clear ISL meaning and sign order	0		2	4	0		2	4	0		2
E2 - Key non- verbal conventions, NMF, eye gaze		0		2	4	0		2	4	0		2	4
E3 - Use of sign space, placements, referents		0		2	4	0		2	4	0		2	4
Total Score													
If Zero score tick correct reason	Off topic												
	Under time												
Other													

Assessor signature..... Assessor name.....

Essential Criteria (E1, E2 & E3) - two or more points must be achieved for each of these to pass this unit, regardless of the total number of points

## Level 4 Certificate in Irish Sign Language

Unit ISL422

# ASSESSMENT CRITERIA (Part 6 - Sight Translation)

This assessment is externally assessed by Signature assessors but the table below shows how candidates will be marked.

Assessment criteria	Points					
		Pts		Pts	Pts	
<b>Adaptation of signing style – formal or informal to reflect the script</b>	Little or no evidence shown	0	Candidate used the correct signing style/register <b>half of the time</b> with occasional errors	2	Candidate used the correct signing style <b>most of the time</b> with little or no errors	4
<b>A range of ways to maintain signing in the correct sequence</b>		0	Candidates signed the information in the script in the correct sequence but made <b>three</b> errors	2	Candidates signed the information in the script in the correct sequence and only made <b>one</b> error	4
<b>The ability to deliver facts clearly and accurately</b>		0	Candidates accurately signed <b>two</b> facts with correct lip/mouth patterns	2	Candidates accurately signed <b>three</b> or more facts with correct lip/mouth patterns	4
<b>How to express feeling correctly</b>		0	Candidates accurately delivered <b>two</b> feelings with correct lip/mouth patterns	2	Candidates accurately delivered <b>three</b> feelings with correct lip/mouth patterns	4
<b>How to express beliefs and opinions correctly</b>		0	Candidates accurately signed <b>two</b> beliefs/opinions with correct lip/mouth patterns	2	Candidates accurately signed <b>three</b> beliefs/opinions with correct lip/mouth patterns	4

Use appropriate ISL to accurately match the English text to reflect broadly the language, register and tone used		0	Candidate missed out <b>two</b> details from the script	2	Candidate missed out <b>one</b> or no details from the script	4
Use the correct classifier handshapes in extended periods of signing	Little or no evidence shown	0	Fair use of handshapes, location, direction, orientation with some errors	2	Good use of handshapes, location, direct, orientation with little or no errors	4
How to express the past, present, future and conditional using all commonly used verb forms		0	Candidate used <b>two</b> forms of past, present, future, conditional with correct lip/mouth patterns	2	Candidate used <b>all</b> forms of past, present, future, conditional with correct lip/mouth pattern	4
Modal verbs – should, could, must, been, will – using the correct emphasis and modulation		0	Candidate used <b>two</b> different modal verbs with correct articulation and stress	2	Candidate used <b>three</b> different verbs with correct articulation and stress	4
All aspects – durative, continuative, habitual, iterative, inceptive, cessive, incremental, sudden, gradual		0	Candidate used <b>two</b> different aspects with correct lip/mouth patterns	2	Candidate used <b>three</b> or more different aspects with correct lip/mouth patterns	4

<b>All moods – conditional, subjunctive, affirmative, negative</b>	Little or no evidence shown	0	Candidate used <b>two</b> different moods with correct lip/mouth patterns	2	Candidate used <b>three</b> or more different moods with correct lip/mouth patterns	4
<b>E1 – Clear ISL meaning and sign order</b>		0	Fair use of ISL order/meaning with some slippage into English	2	Good use of ISL sign order/meaning, clear and fluent	4
<b>E2 – Key non verbal conventions (eg NMF, eye gaze)</b>		0	Fair use of key non verbal conventions and NMF with some errors or missed opportunities	2	Good and correct use of key non verbal conventions and NMF throughout	4
<b>E3 – Use of sign space (topographic, syntactic, hierarchy), referents and placements</b>		0	Candidate used signing space, pronouns, placements and referents correctly for at least half the time	2	Candidate used signing space, pronouns, placements and referents correct most of the time.	4

\* Essential criteria (E1 E2 and E3) - two or more points **must** be achieved for **each** of these to pass this unit, regardless of the total number of points achieved.

**Note:** Please see Support Pack for Teachers and Students on My Signature for an explanation of the assessment criteria and other useful information

# Level 4 Certificate in Irish Sign Language

Unit ISL422

## UNIT MARK SHEET

Part 7 Presentation													
Assessment Number:													
Skills	Assessment Factors	Candidate 1				Candidate 2				Candidate 2			
		Marks				Marks				Marks			
Productive skills  The learner is able to demonstrate:	Adaptation of signing style to formal	0		2	4	0		2	4	0		2	4
	A range of ways to maintain the presentation in correct sequence; introduce new topics	0		2	4	0		2	4	0		2	4
	How to give proposals, instructions, advice	0		2	4	0		2	4	0		2	4
	How to express a wide range of beliefs and opinions	0		2	4	0		2	4	0		2	4
	How to express a wide range of feelings	0		2	4	0		2	4	0		2	4
	Correct classifier handshapes in extended periods of signing	0		2	4	0		2	4	0		2	4
	A wide range of vocabulary including some technical language relevant to their work	0		2	4	0		2	4	0		2	4
	How to use a wide range of numerical terms in ISL	0		2	4	0		2	4	0		2	4
	How to express the past, present, future and conditional using all commonly used verb forms	0		2	4	0		2	4	0		2	4
	How to express all modal verbs - should, could, must, been, will - using correct emphasis and modulation	0		2	4	0		2	4	0		2	4
	All aspects	0		2	4	0		2	4	0		2	4
	All moods	0		2	4	0		2	4	0		2	4
	A range of ways to link concepts and to support pace, clarity and cohesion	0		2	4	0		2	4	0		2	4
	How to use language reference sources	0		2	4	0		2	4	0		2	4
	Essential Criteria	E1 - Clear ISL meaning and sign order	0		2	4	0		2	4	0		2
E2 - Key non- verbal conventions NMF; eye gaze, eye contact		0		2	4	0		2	4	0		2	4
E3 - Use of sign space, placements; referents		0		2	4	0		2	4	0		2	4
Total Score													
If Zero score tick correct reason	Off topic												
	Under time												
Other													

Assessor signature..... Assessor name .....

Essential Criteria (E1, E2 & E3) - two or more points must be achieved for each of these to pass this unit, regardless of the total number of points achieved.

## ASSESSMENT CRITERIA (Part 7 - Presentation)

This assessment is externally assessed by Signature assessors but the table below shows how candidates will be marked.

Assessment criteria	Points					
		Pts		Pts		Pts
<b>Adaptation of signing to formal</b>	Little or no evidence shown	0	Candidate used the correct signing style/register half of the time with occasional errors	2	Candidate used the correct signing style most of the time with little or no errors	4
<b>A range of ways to maintain the presentation in the correct sequence, introduce new topics</b>		0	Presentation was delivered with fair sequencing to show moving on to the next topic/subject, with areas not clear or opportunities missed	2	Presentation was clearly delivered with good appropriate sequencing to show moving on to the next topic/subject	4
<b>How to give proposals, instructions and advice</b>		0	Candidate signed <b>one</b> proposal, set of instructions or advice correctly	2	Candidate gave at least <b>two</b> proposals, instructions or advice correctly	4
<b>How to express beliefs or opinions correctly</b>		0	Candidates accurately signed <b>two</b> beliefs/opinions with correct lip/mouth patterns	2	Candidates accurately signed <b>three</b> beliefs/opinions with correct lip/mouth patterns	4
<b>How to express a wide range of feelings correctly</b>		0	Candidate accurately delivered <b>two</b> feelings with correct lip/mouth patterns	2	Candidate accurately delivered <b>three</b> feelings with correct lip/mouth patterns	4

<b>Use the correct classifier handshapes in extended periods of signing</b>		0	Fair use of handshapes, location, direction, orientation with some errors	2	Good use of handshapes, location, direct, orientation with little or no errors	4
<b>A wide range of vocabulary including some technical language relevant to their work</b>	Little or no evidence shown	0	Fair range of level 4 vocabulary with some errors – but still easy to understand	2	Wide range of level 4 vocabulary used and fluent	4
<b>A wide range of numerical terms and how to sign them in ISL</b>		0	Candidate used <b>two</b> numerical terms and handshapes	2	Candidate used at least <b>four</b> correct numerical terms and handshapes	4
<b>How to express the past, present, future and conditional using commonly used verb forms</b>		0	Candidate used <b>two</b> forms of past, present, future and conditional with correct lip/mouth patterns	2	Candidate used <b>all</b> forms of past, present, future and conditional with correct lip/mouth patterns	4
<b>Modal verbs – should, could, must, been, will – using the correct emphasis and modulation</b>		0	Candidate used <b>two</b> different modal verbs with correct articulation and stress	2	Candidate used <b>three</b> different modal verbs with correct articulation and stress	4
<b>All aspects – durative, continuative, habitual, iterative, inceptive, cessive, incremental, sudden, gradual</b>		0	Candidate used <b>two</b> different aspects with correct lip/mouth patterns	2	Candidate used <b>three</b> or more different aspects with correct lip/mouth patterns	4

<b>All moods – conditional, subjunctive, affirmative, negative</b>		0	Candidate used <b>two</b> different moods with correct lip/mouth patterns	2	Candidate used <b>three</b> or more different moods with correct lip/mouth patterns	4
<b>A range of ways to link concepts and to support pace, clarity and cohesion (connectors)</b>	Little or no evidence shown	0	Candidate's pace was fair but sometimes slow. Flow was fair but sometimes jerky/stiff. Candidate showed reasonable linking of language throughout.	2	Candidate's pace and flow was good, smooth and natural for level 4. Candidate used good structures in linking languages throughout.	4
<b>How to use language reference sources</b>		0	Candidate was able to show how research had been completed for <b>one</b> vocabulary sign	2	Candidate gave at least <b>three</b> examples of how research had been carried out for vocabulary signs	4
<b>E1 – Clear ISL meaning and sign order</b>		0	Fair use of ISL order/meaning with some slippage into English	2	Good use of ISL sign order/meaning, clear and fluent	4
<b>E2 – Key non verbal conventions (eg NMF, eye gaze)</b>		0	Fair use of key non verbal conventions and NMF with some errors or missed opportunities	2	Good and correct use of key non verbal conventions and NMF throughout	4
<b>E3 – Use of sign space (topographic, syntactic, hierarchy), referents and placements</b>		0	Candidate used signing space, pronouns, placements and referents correctly for at least half the time	2	Candidate used signing space, pronouns, placements and referents correct most of the time.	4

\* Essential criteria (E1, E2 and E3) - two or more points **must** be achieved for **each** of these to pass this part of the assessment, regardless of the total number of points achieved.

**Note:** Please see Support Pack for Teachers and Students on My Signature for an explanation of the assessment criteria and other useful information



# UNIT SPECIFICATION

## Unit ISI423 – Introduction to Interpreting

(RQF Unit Number: T/506/3924)

Guided Learning Hours	Additional Study/Practice	Total Learning Time	Credit Value at Level 4
40	20	60	6

### Unit aim

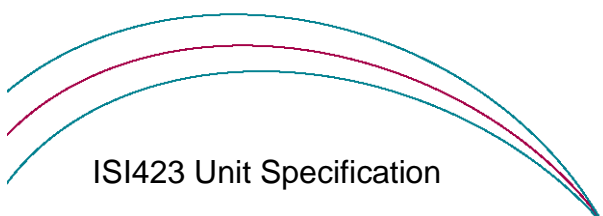
The aim of the unit is to teach learners about the role of the interpreter and how to begin interpreting.

### Unit Summary

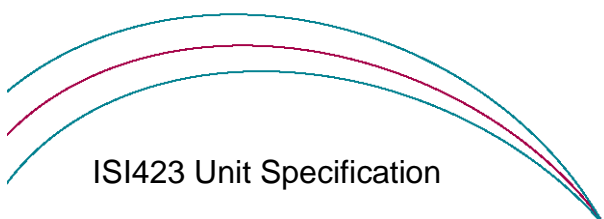
By the end of this unit the learner can:

- Understand the role and responsibilities of an interpreter.
- Know how to prepare for potential interpreting assignments.
- Know how to begin to interpret.
- Evaluate their own performance.

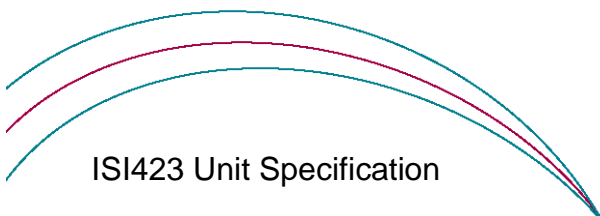
Learning Outcomes	Assessment Criteria
On completion of this unit, the learner will:	On completion of this unit, the learner can:
1. Understand the role and responsibilities of interpreters	1.1 Explain the difference between consecutive, simultaneous and whispered interpreting 1.2 Explain the role of the interpreter, code of ethics and the principles of professional conduct, specifically the need to: a. Turn down any assignment beyond their competence



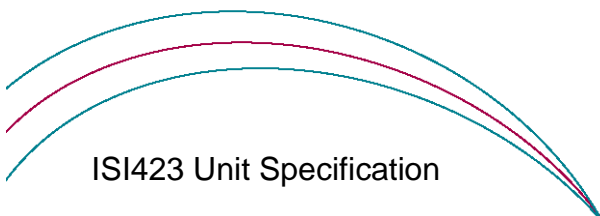
	<p>b. Be impartial and maintain integrity and professionalism</p> <p>c. Treat all information they receive in the course of their duties as confidential, unless required to disclose by law</p> <p>1.3 Describe the cognitive processing involved in interpreting including:</p> <ul style="list-style-type: none"> <li>• Reformulation</li> <li>• Synthesis</li> <li>• Strategies to deal with non-equivalence</li> <li>• Working memory</li> <li>• Time lag</li> <li>• Cognitive theories</li> </ul> <p>1.4 Describe how to reflect the meaning, tone, register and style of the source language into the target language</p> <p>1.5 Define cultural mediation and explain how differences in cultural conventions can affect the planning and implementation of the interpretation</p> <p>1.6 Identify ways to deal with dilemmas during interpreting assignments</p> <p>1.7 Describe the different models relevant to sign language interpreting</p>
<p>2. Be able to begin preparation for interpreting assignments</p>	<p>2.1 Identify:</p> <p>a. The subject, purpose and complexity of the assignment</p> <p>b. The level of language and interpreting skills required</p> <p>2.2 Consider the importance of agreeing contract details, (e.g. location, timescales, insurance and payment)</p> <p>2.3 Explain the importance of requesting preparation materials and/or a briefing session in advance</p> <p>2.4 Prepare effectively for a variety of potential interpreting assignments (e.g. telephone interpreting, face-to-face etc.) by using sources of general information and</p>



	<p>specialist information, (e.g. internet, leaflets, video and glossaries)</p> <p>2.5 Plan appropriately so that they can deal with:</p> <ol style="list-style-type: none"> <li>a. The type and topic of the assignment</li> <li>b. The language likely to be used</li> <li>c. Any weaknesses in language/processing skills and how to overcome these</li> <li>d. Domain-specific language (technical terms, jargon)</li> <li>e. The cultural and communication conventions of the users</li> </ol> <p>2.6 Use terminology accurately to describe interpreting and language features</p> <p>2.7 Demonstrate the ability to extract information from both languages being used</p> <p>2.8 Seek advice from their mentor/teacher/suitably qualified person on a regular basis and review their progress and achievements</p> <p>2.9 Maintain a glossary of terminology</p>
<p>3. Be able to start interpreting two-way</p>	<p>3.1 Begin to interpret consecutively:</p> <ol style="list-style-type: none"> <li>a. Deliver broadly the meaning, register and tone expressed by the users who communicate across two languages</li> <li>b. The pace and flow of communication between the users/the purpose and audience of the source language</li> <li>c. Factual information and opinions</li> </ol> <p>3.2 Use strategies to</p> <ol style="list-style-type: none"> <li>a. Repair miscues (omission, addition, substitution, paraphrasing)</li> <li>b. Maintain interaction and to clarify content, meaning and understanding, if required</li> </ol> <p>3.3 Demonstrate the ability to use and recognise all common regional variations in both languages</p> <p>3.4 Use strategies to overcome non-equivalence in order to</p>



	<p>express the meaning of complex terms and phrases</p> <p>3.5 Check back with the source language user if they are unable to interpret or are not sure that they have interpreted the meaning accurately</p> <p>3.6 Take notes during consecutive interpreting, where required</p> <p>3.7 Demonstrate consistency with the principles of professional practice and Code of Conduct</p> <p>3.8 Interact effectively before, during and after the assignment with good social and interpersonal skills</p>
<p>4. Be able to develop his/her interpreting skills through self-evaluation</p>	<p>4.1 Reflect on:</p> <ol style="list-style-type: none"> <li>a. The effectiveness of their preparation for assignments</li> <li>b. The effectiveness of their interpreting performance <ul style="list-style-type: none"> <li>• Capturing the overall meaning</li> <li>• Capturing the main points</li> <li>• Capturing a sequence of events or actions</li> <li>• Using discourse markers to structure the interpretation</li> <li>• Using of register matched that of the source language user</li> </ul> </li> <li>c. The accuracy of the language that they used while interpreting, e.g. vocabulary and syntax</li> </ol> <p>4.2 Evaluate how well they managed the assignment in terms of:</p> <ol style="list-style-type: none"> <li>a. Conduct, style and interaction with users</li> <li>b. The approach they took to dealing with cultural conventions</li> <li>c. Instances of communication breakdown and imperfect interpreting, their causes, and whether they took the right action to repair them</li> <li>d. Compliance with the principles of professional practice</li> </ol> <p>4.3 Use terminology accurately to describe language and</p>



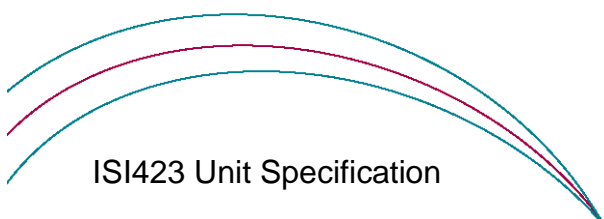
	<p>interpreting features while evaluating their performance</p> <p>4.4 Identify ways in which they can improve:</p> <ol style="list-style-type: none"> <li>Their preparation for assignments</li> <li>Their interpreting skills</li> <li>The evaluation of their work</li> </ol> <p>4.5 Identify and take relevant opportunities to develop their interpreting skills and knowledge</p>
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### Knowledge and understanding

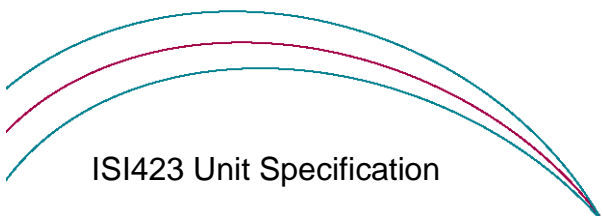
Knowledge and understanding is not assessed separately. It is done through achievement of the assessment criteria.

The learner will be able to demonstrate K1 – K10 shown below:

- K1** the languages in which you interpret, with the ability to function at graduate/NQ6 level for your first language; and A level/Higher/NQF4 for your other language(s)
- K2** the process of interpreting from one language into another and how to reflect the meaning of the source language into the target language
- K3** the cognitive processing involved in interpreting and concepts such as long-term and working memory, reformulation and time lag
- K4** the cultures of the languages in which you interpret and their conventions for communication
- K5** the concept of register (frozen, formal, informal, colloquial and intimate) and the transfer of register from one language into the other
- K6** the concept of consecutive and simultaneous/whispered modes of interpreting and when you might use these
- K7** techniques to manage communication if it breaks down in one or more of the following ways:
  - you need to check on meaning
  - the degree of complexity, technicality or emotional charge is beyond your ability to deal with it
  - an apparent lack of understanding or misunderstanding hinders communication between the source and target language user
  - your position and/or that of the users hinders communication
  - the users are communicating too fast or too slowly



- the users fail to observe appropriate turn-taking.
- K8** the role of the interpreter and the principles of professional practice
- K9** the concept of the domain in interpreting
- K10** health and safety requirements
- K11** techniques of taking notes when interpreting in consecutive mode.



## Level 4 Certificate in the Introduction to Interpreting

Unit ISI423

# ASSESSMENT SPECIFICATION

Please read this specification in conjunction with Signature Assessment Regulations on our website.

Assessment for this unit will be split into different parts as detailed below:

Assessment	Method of Assessment
1. Written Paper	Externally assessed by Signature
2. Written Paper	Externally assessed by Signature
3. Simulated assignment	Externally assessed by Signature
4. Simulated assignment	Externally assessed by Signature
5. Simulated assignment	Externally assessed by Signature
6. Self-evaluation	Internally assessed at the centre
7. Learning Journal	Internally assessed at the centre

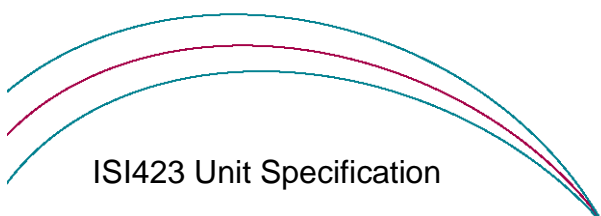
**Important Notice: All Internally Assessed Units will be Externally Quality Assured by Signature.**

### Part 1- Written Paper

Candidates will be assessed on their ability to clearly explain the assessment criteria in learning outcome 1. They will complete a written paper provided by Signature. This will be externally assessed by a Signature External Assessor.

### Part 2- Written Paper

Candidates will be assessed on their ability to clearly explain the assessment criteria in learning outcome 2. They will complete a written paper provided by Signature. This will be externally assessed by a Signature External Assessor.



## Parts 3 to 5 - Simulated assignment

Candidates will complete three different 20 minute simulated assignments.

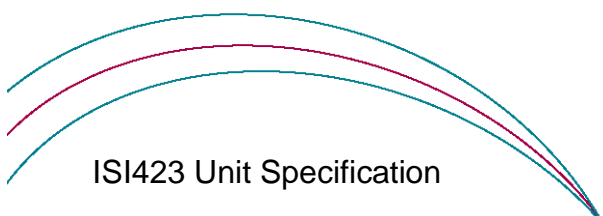
### Notes:

- The teacher-assessor will set up three different simulated interpreting assignments.
- Three different topics must be planned and negotiated by the teacher-assessor and candidate, prior to the assessment date.
- The candidate will deliver a 20 minute consecutive piece of interpreting during the simulated assignment.
- The candidate should be viewable, in the viewing frame of the camera, and **all** ISL features fully visible.
- Sound is switched on, to hear each simulation, during the recording of the assessments.
- Candidates will fail if their assignment is under 20 minutes.

**For Parts 3 to 5, the teacher-assessor will recommend a Pass/Fail. All parts will be externally marked by a Signature External Assessor. The final mark awarded to the candidate for these parts will be the mark given by the Signature External Assessor, and centres can use the mark given by the internal assessor as guidance on how they are assessing the unit internally.**

## Part 6 – Self Evaluation

Candidates will need to show evidence of progress through self evaluation and the use of Personal Development Plans. Candidates will need to evaluate their performance on the three different simulated assignments using the assessment criteria to identify strengths and areas for development. The teacher-assessor should fill in the relevant Candidate Assessment Record (CAR) form for each candidate for this assessment to show which criteria has been met. This will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature.





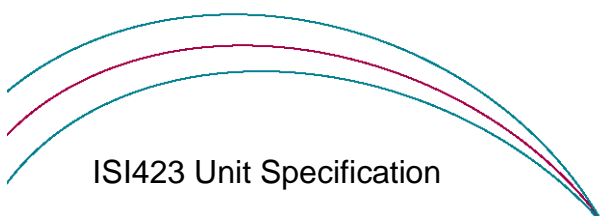
## Part 7 – Learning Journal

Candidates will be expected to create a Learning Journal to reflect on their performance, documenting their areas of learning. Candidates should use the template provided and will need to show which criteria they have met on the CAR form for this part of the assessment. The Learning Journal should cover the length of the course. This will be internally assessed by appropriately qualified staff at the centre and externally moderated by Signature.

Parts 1 to 5 will be sent to a Signature External Assessor for marking. The CAR forms to show that candidates have achieved parts 6 and 7 must be returned to Signature at the same time as sending Parts 1 to 5 to the External Signature Assessor for marking.

**The pass mark for Parts 1 to 5 is 50%.**

**Candidates must pass all 7 parts to achieve this unit.**



# UNIT MARK SHEET (Parts 3 to 5 Simulated Assignments)

Candidate name:		Assessment Number:											
Skills	Assessment Factors	Simulation 1				Simulation 2				Simulation 3			
		Marks				Marks				Marks			
Consecutive interpreting skills The learner is able to demonstrate:	The pace and flow of communication between the users was matched by the candidate	0		2	4	0		2	4	0		2	4
	Factual information delivered accurately	0		2	4	0		2	4	0		2	4
	Views and opinions delivered accurately	0		2	4	0		2	4	0		2	4
	*** Repair miscues (omission, addition, substitution, paraphrasing)	0		2	4	0		2	4	0		2	4
	Use strategies to maintain interaction and to clarify content, meaning and understanding, if required	0		2	4	0		2	4	0		2	4
	Take notes during consecutive interpreting	0		2	4	0		2	4	0		2	4
	*** Check back with the source language user if he/she is unable to interpret or is not sure that they have interpreted the meaning accurately	0		2	4	0		2	4	0		2	4
	*** Use strategies to overcome non-equivalence in order to express the meaning of complex terms and phrases	0		2	4	0		2	4	0		2	4
	Interact effectively before, during and after the assignment with good social and interpersonal skills	0		2	4	0		2	4	0		2	4
Essential Criteria	E1 - Deliver broadly the meaning, register and tone expressed by the users	0		2	4	0		2	4	0		2	4
	E2 - Demonstrate the ability to use and recognise all common regional variations in both languages	0		2	4	0		2	4	0		2	4
	E3 - Demonstrate consistency with the principles or professional practice and Code of Conduct	0		2	4	0		2	4	0		2	4
Total Score													
If zero score tick correct reason	Under time												
Other													

\*\*\* Centres should try to cover all criteria in the simulations but if this does not happen naturally then a question and answer session can be done for minor gaps in the criteria marked above. The question and answer sheet must accompany the mark-sheets sent to assessors.

**Essential criteria (E1 E2 and E3) - two or more points must be achieved for each of these to pass this part of the assessment, regardless of the total number of points achieved.**

Assessor signature ..... Assessor name .....

## ASSESSMENT CRITERIA (Parts 3 to 5 – Simulated Assignments)

Parts 3 to 5 are externally assessed by Signature assessors but the table below shows how candidates will be marked.

Assessment criteria	Points					
		Pts		Pts		Pts
<b>Pace and flow of communication</b>	Little or no evidence shown	0	Candidate matched the pace and flow correctly for at least half the time with both parties	2	Candidate matched the pace and flow correctly most of the time with both parties	4
<b>Factual information</b>		0	Candidate interpreted six facts accurately	2	Candidate interpreted at least seven facts accurately	4
<b>Views and opinions</b>		0	Candidate interpreted two opinions accurately	2	Candidate interpreted at least three opinions accurately	4
<b>*** Repair miscues (omission, addition, substitution, paraphrasing)</b>		0	Candidate identified miscues half the time and repaired them well.	2	Candidate identified miscues most of the time and repaired them well	4
<b>Maintain interaction and to clarify content, meaning and understanding</b>		0	Candidate sought clarification but with some unsuitable actions.	2	Candidate sought clarification appropriately, if necessary.	4
<b>*** Use strategies to overcome non-equivalence in order to express complex terms and phrases</b>		0	Candidate demonstrated equivalence of complex terms with some errors	2	Candidate demonstrated clear equivalence of complex terms with no errors.	4

<b>*** Check back with the source language user if they are unable to interpret or are not sure that they have interpreted the meaning accurately</b>	0	Candidate checked with source language user appropriately and interpreted accurately as a result half of the time	2	Candidate checked with source language user appropriately and interpreted accurately as a result most of the time	4
<b>Take notes during consecutive interpreting where required</b>	0	The candidates use of notes could be improved but did not effect interpretation	2	Candidate used the notes well as prompts	4
<b>Interact effectively before, during and after the assignment with good social and interpersonal skills</b>	0	Candidate had good interaction with one user	2	Candidate had good interaction with all/both users	4
<b>E1 – Deliver broadly the meaning, register and tone</b>	0	Candidate delivered the meaning, register and tone correctly half the time with both parties	2	Candidate delivered the meaning, register and tone correctly most of the time with both parties	4
<b>E2 – Use and recognise all common regional variations in both languages</b>	0	Candidate accurately matched the source language to the target language for at least half of the time with both parties	2	Candidate accurately matched the source language to the target language for most of the time with both parties	4
<b>E3 – Demonstrate consistency with the principles of professional practice and Code of Conduct</b>	0	Candidate demonstrated professionalism with some inconsistencies	2	Candidate demonstrated professionalism throughout	4

\* Essential criteria (E1, E2 and E3) - two or more points **must** be achieved for **each** of these to pass these parts of the assessment, regardless of the total number of points achieved.

**\*\*\* Centres should try to cover all criteria in the simulations but if this does not happen naturally then a question and answer session can be done for minor gaps in the criteria marked above. The question and answer sheet must accompany the mark-sheets sent to assessors.**  
**Note:** Please see Support Pack for Teachers and Students on My Signature for an explanation of the assessment criteria and other useful information



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