Unit Specification

ISL103 – Communicate in Irish Sign Language about Everyday Life

Y/504/0765

Sept 2016 – Aug 2017

UNIT SPECIFICATION

Unit ISL103 – Communicate in Irish Sign Language about Everyday Life

(RQF Unit Number: Y/504/0765)

Unit summary

This unit covers the learner's receptive and productive skills. To achieve this unit, learners must show they can understand and use a limited range of vocabulary and can follow simple sentences and structures in ISL about everyday life. They can be understood and can understand standard signing, with facial expressions, signing space and placement.

In this unit, the term 'everyday life' relates to work, school, college and other familiar routines, environments and activities. Learners are expected to know and use ISL in their own environment.

- School pupils are not expected to know/use vocabulary relating to work.
- Adults are not expected to know/use the range of vocabulary relating to school, although they may need vocabulary for 'college' as well as work.

The recommended guided learning hours are 22 hours as shown below:

Guided learning hours (GLH)	Additional study hours	Total learning time	Credit value at Level 1
22	8	30	3

Learning outcomes At the end of this unit, the successful learner will:	**Assessment criteria** At the end of this unit, the successful learner can:
1. Be able to understand signed communication and answer simple questions about everyday situations	1.1 Demonstrate understanding so conversation (at this level) flows 1.2 Answer questions correctly 1.3 Understand fingerspelling and spell back

2.	Be able to communicate in ISL using a simple range of vocabulary and signing structures	2.1	Sign at appropriate pace and flow
		2.2	Use signing space correctly
		2.3	Use facial expressions correctly when appropriate
		2.4	Use placement correctly
		2.5	Use ISL structure and order correctly
		2.6	Use a range of vocabulary on: a. Getting around b. Sharing information c. Weather d. Using numbers
		2.7	Produce signs with the correct hand shape, location/position and direction/orientation
		2.8	Fingerspell correctly and appropriately
3.	Be able to take part in a basic conversation in ISL	3.1	Take turns in a conversation, using eye contact and eye gaze

Topics

1. Getting around

- Give, ask for and understand directions in a building.
- Describe places and buildings.
- Travelling/methods of transport

2. Sharing information

- Give, ask for and understand information about everyday life.
- Give, ask for and understand information about people.

3. Weather

- Give, ask for and understand general comments about the weather.
- Describe different types of weather in context with everyday situations.

4. **Using numbers**

- Give, ask for and understand information in relation to time and calendar.

Topic content

	1. Getting around
Giving directions in a building	Giving directions in a familiar building, e.g. The office is downstairs. Take the first left and it is on your right. The second classroom is on the right. The ladies toilet is upstairs, down the corridor and the third door on your left.
Asking for directions in a building	e.g. Do you know where the computer room? Is the workshop along here? Is the DIY department on the ground floor?
Describing places/buildings	Giving descriptions of familiar places/buildings, e.g. This school has three floors and the classroom is on the first floor. The computer room has computers around three sides of the room and a whiteboard on the end wall.
Travel	Giving and asking for information on travel and transport in relation to everyday activities, e.g. how do you get to school/work/college? I go by bus/car. The journey takes half an hour. There is a car park next to my office. The bus stop is across the road. I usually walk unless it's raining.
Range of vocabulary could include	*Work, office, shop, factory, school, college, library, nursery, deaf club, lift, men's/women's toilet, classroom, door, window, gym, hallway/corridor, left, right, straight ahead, round corner, first floor, bus stop, car park, travel, train/bus station.*

2. Sharing information

Giving and asking for information about everyday life	Giving and asking for information about work, school, or college. Information can include other types of routines, education-related activities, e.g. Where do you work? I work at…. Which school do you go to? I am applying for a job at…. I go to…. I am self employed. I work as a volunteer for.... Do you get paid monthly? My favourite subject is…. Do you get a lot of homework?
Giving information about people	Giving and asking for information about people in context with everyday life, e.g. My sister is a teacher. My husband/wife works in an office. The head-teacher is a tall man. My manager is 40 years old.
Asking for information about people	e.g. Where does your partner work? What is your boss like? How many pupils are there in your class? Do you have an interpreter for meetings?
Range of vocabulary could include *(see note at the top of Unit ISL103 page 1):	*Job advert, apply, application form, interview, Access to Work, job centre, office, shop, factory, school, earn, pay, overtime, sick pay, pension, tax, school, classroom, subject, maths, English, teacher, homework, uniform, pocket money, report, desk, photocopier, till, counter, cashier, machine, calculator, phone, colleague, workmate, manager, meeting, administrator, cook, builder, painter, driver, cleaner, caretaker, head-teacher, class, lesson, interpreter, policeman, nurse, doctor, dentist, retired, unemployed, student, self-employed, own business, volunteer.*

3. Weather

Commenting on the weather	Making simple comments about the weather, e.g. it's not very nice today; the weather's awful! It is a lovely today, nice and sunny. I like summer best. Isn't it a nice day.
Describing the weather in context with everyday situations:	The weather was terrible last Sunday. It was pouring down with rain. When I woke up this morning, it was frosty and freezing. There was lots of ice on the ground. I had to drive slowly to work.
Range of vocabulary could include:	Hot, wind/y, thunder, cloudy, warm, cool, cold, nice, awful, sun, snow, rain, frost, freezing, spring, summer, autumn, winter.

4. Using numbers

Using local numbering systems	Count to 100, thousands, millions, e.g. There are 300 people in my school. I need 15 boxes of paper. How many packets of crisps are in that box? There are 33.
Telling the time	Giving and asking the time, e.g. I got up very early this morning, at 5am. What time does this meeting finish? Let's meet in half an hour. What time is the next lesson?
Asking for and giving calendar information	Asking for and giving information about 'when', e.g. Do you work everyday? When are you back at school/work? I don't go to work on Thursdays. I went to work yesterday. Tomorrow is my day off. Term ends next week.
Range of vocabulary could include *(see note at the top of Unit ISL103 page 1):	*How long have you been at this school/worked here? One year, six months, three weeks, early, late, overtime, every day, shift, now, before, start, finish, term, calculator, 1-100, hundred, thousand, million, half, quarter, hour.*

Note: Teachers using the examples and vocabulary provided in this unit will teach the appropriate sign equivalents.

ASSESSMENT SPECIFICATION

Please read this specification and Signature's Assessment Regulations on our website.

The teacher will have a 4-5 minute conversation with the candidate, on a title supplied by Signature. The conversation will allow candidates to show both productive and receptive skills covering the assessment criteria (see page 8).

The candidate will pick the title from a choice of three titles supplied by Signature (for example: Everyday Travel, Describe Buildings, Weather).

The teacher will have a conversation with the candidate, based on the title.

Assessment procedure

- The teacher will show the candidate to a chair or a spot to stand on.
- The teacher will check the camera and switch it on.
- The teacher will have a brief 'warm-up' with the candidate, i.e. How are you? Are you comfortable? This should be no longer than 10-20 seconds.
- The teacher will introduce themselves by giving their first name.
- The teacher will ask the candidate to fingerspell their full name and surname to the camera.
- The candidate will fingerspell their full name to the camera; this should be given fully and clearly. **This will not be marked.**
- The teacher will ask the candidate which title has been selected.
- The candidate will sign the title; this should be given fully and clearly. **This will not be marked.**
- The conversation will start. The time of the assessment also starts.
- The conversation should be **between 4-5 minutes** in length.
- The teacher will end the conversation at an appropriate time, at no less than four minutes and no more than five minutes.

Notes

- Candidates will fail if the assessment is finished under four minutes.
- Assessments over five minutes will not be marked from five minutes onwards.
- The conversation should focus mainly on the selected title chosen, but it is acceptable for the conversation to include wider vocabulary from elsewhere in the specification.
- The teacher and candidate may interrupt, ask for clarification or repetition at any point during the conversation.
- Marks will not be given if the candidate or the teacher uses SSE (Sign Supported English).
- Marks will not be given if the candidate or the teacher uses voice.
- The recording of the candidate's assessment must not be edited/changed in any way.

The pass mark for the assessment is 50%, i.e. 20/40. Refer to page 8 for the assessment criteria.

Assessment Timetable

This is a suggestion of a timetable that a centre could use. However, centres may devise timetables different to the one below.

Names	**Waiting Room** (Arrive at the room and check spelling of name on AAF and sign the form)	**Preparation Room** (to practise the selected title) Minimum: 5 minutes	**Assessment Room** (to be collected by the teacher and have the assessment)
Ann Apple	09.50	10.00 – 10.05	10.05 – 10.15
David Smith	10.00	10.10 – 10.15	10.15 – 10.25
Sarah Watt	10.10	10.20 – 10.25	10.25 – 10.35
Daniel Booth	10.20	10.30 – 10.35	10.35 – 10.45

NOTE: For a large number of candidates, it is suggested that the teacher take appropriate breaks.

ASSESSMENT CRITERIA

This unit is externally assessed by a Signature Assessor but the table below shows how candidates will be marked.

Skills	Assessment Criteria	Points					
			Pts		Pts		Pts
Comprehension (candidate's receptive skills)	Understanding	Little or no evidence shown	0	Can understand teacher about half of the time	2	Understands teacher most of the time	4
	Questions		0	At least two questions answered correctly	2	Three or more questions answered correctly	4
	Fingerspelling		0	Teacher fingerspells word and candidate asks for one repetition then acknowledges by fingerspelling back	1	Candidate recognised fingerspelled word with no repetition and fingerspelled back	2
Production (candidate's signing skills)	Signing pace and flow		0	Candidate able to sign at correct pace and flow about half of the time	2	Candidate able to sign at correct pace and flow most of the time	4
	Signing space		0	Candidate able to use signing space correctly about half of the time	1	Candidate able to use signing space correctly most of the time	2
	Placement		0	Candidate used placement correctly about half of the time	1	Candidate used placement correctly most of the time	2
	Non-manual features		0	Candidate used non-manual features correctly about half of the time	2	Candidate used non-manual features correctly most of the time	4
	Grammar/ structure		0	Candidate used ISL structure and order correctly about half of the time	2	Candidate used ISL structure and order correctly most of the time	4
	Vocabulary		0	Candidate used a limited range of vocabulary	3	Candidate used a wide range of vocabulary	6
	Handshape and movement		0	Candidate used handshape and movement correctly about half of the time	2	Used handshape and movement correctly most of the time	4
	Fingerspelling		0	Candidate fingerspelled at least one word correctly using the correct form of letter on hand(s)	1	Candidate fingerspelled at least two different words correctly using the correct form of letter on hand(s)	2
Conversational skills	Turn-taking		0	Used turn-taking appropriately about half of the time	1	Used turn-taking appropriately most of the time	2

Note: Please see the Teacher Notes on our website for more information on the assessment criteria.

UNIT MARK SHEET

Unit: ISL103
Assessment number:

Skills	Assessment criteria	(1st candidate's name) Marks				(2nd candidate's name) Marks				(3rd candidate's name) Marks				(4th candidate's name) Marks				(5th candidate's name) Marks			
Receptive skills	Understanding	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Questions	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Fingerspelling	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Productive skills	Signing pace & flow	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Signing space	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
	Placement	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
	Non-manual features	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Grammar/structure	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Vocabulary	0		3	6	0		3	6	0		3	6	0		3	6	0		3	6
	Handshape & movement	0		2	4	0		2	4	0		2	4	0		2	4	0		2	4
	Fingerspelling	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Conversational	Turn-taking	0		1	2	0		1	2	0		1	2	0		1	2	0		1	2
Total score																					
If zero score – tick correct reason	Off topic																				
	Under time																				
Other	Not assessed																				
Fingerspelling (Receptive)																					
Fingerspelling (Productive)																					

Assessor signature …….. Assessor name …… Date ……

EXAMPLE

Signature
Mersey House
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