

# TEACHER NOTES

**Suggested vocabulary – these are terms in everyday use applicable to your group of students**

## Theme 1 – About You

<b>Family</b>	Mother, father, brother, sister, aunt, uncle, nephew, niece, cousin, grandparents, single, married, divorced, separated, partners.
<b>Age</b>	Old, young, new. How old are you? young, old, birthday, 21 years old, teenager, elderly, pensioner, middle aged.
<b>Name</b>	First, second, surname, name sign. Deaf, hearing, hard of hearing, deafened, blind, partially sighted, physically disabled.
<b>Hair</b>	Blonde, black, red, grey, white, curly, straight, perm, highlights, long, short, plaits, bunches, bald, beard, moustache.
<b>Size</b>	Big, fat, plump, tall, small, thin, slim, huge.
<b>Ethnic groups</b>	Black, White, Asian, Irish, Chinese, West Indian, Jewish, Polish, Welsh, Scottish, English, British, etc.
<b>Clothes</b>	Hat, scarf, gloves, sari, turban, coat, trousers, jeans, skirt, dress, shorts, jumper, suit, tie, shirt, t-shirt, shoes, slippers, boots, socks, dressing gown.
<b>Materials and pattern</b>	Smart, dirty, scruffy, rich, poor, tight, loose. Cotton, wool, leather, plastic, checked, with stripes, spotted.
<b>Colours</b>	As for Level 1 and including gold and silver, dark/light blue, etc.



## Feelings

Tired, ill, depressed, surprised, unhappy, happy, shocked, embarrassed, nervous, sad, angry, upset, stupid, jealous, disappointed.

## Behaviour/ personality/ characteristics

Serious, funny, miserable, moody, nice, kind, pretty, lazy, untidy/messy, naughty, quiet, clever, stubborn, strange/odd, famous, crazy, shy, honest/true, lie.

## Animals

Cat, dog, hamster, guinea pig, goldfish, rabbit, mouse, tortoise, crocodile, horse, donkey, cow, bull, sheep, chicken, pig, duck, goat, snake, budgie, fox, elephant, giraffe, lion, tiger, zebra.

## Activities at school

Types of educational institution, e.g.

Pre-school, nursery, primary school, secondary school, boarding school, day school, resourced school, Catholic school, mainstream/integration, college, further education, university, academy.

Well known deaf schools, e.g.

Margate, Boston Spa, Brighton, Burwood Park, Derby, St Vincent's, Mary Hare, Exeter, Donaldsons, Doncaster, Oak Lodge.

People who work in schools, e.g.

Teacher, lecturer, speech therapist, support tutor, communication support worker, interpreter, notetaker, lipspeaker, deaf instructor, caretaker, professor, student, head teacher, counsellor, careers officer.

Lecture, discussion, tutorial, study, practice, read, write, homework, explain, inform, learn, workshop, lesson, course work, private study, classroom, staffroom, canteen, playground, student union, library, pen, paper, black/white board, OHP (overhead projector), dataprojector, powerpoint, timetable, video, computer, interactive video, palantype, hearing aid, cochlear implant, radio hearing aid.



Lessons, e.g.

Sign language, French, German, Spanish, English, science, religious education, maths, computer studies, IT, technology, history, music, drama, cookery, sex/health education, sport, business studies, electronics, communication skills, art, geography, personal social and health education (PSHE), psychology, sociology.

Revise, results, pass, refer, fail, certificate, degree, report, assessment, exam.

Oral, total communication, Sign Supported English, BSL, Bilingualism, etc.

### Activities at work

Applying for work: job advert, application form, short list, job interview, access to work.

Office: typewriter, computer, PC, modem, word processor, email, internet/web, calculator, photocopier, fax, telephone, telecommunications, text telephone, letters, stamps, envelopes, post, invoice, receipt, calculator, ground floor, first floor, lift, business, self employed, temporary typist, part-time, full-time.

Firm, industry, clock-in, shift, canteen, union.

Wages, salary, bank account, earn, overtime, sick pay, unemployment benefit, pension, expenses, travelling expenses, claim form, signature, tax, reduction, increase, receipt, invoice, refund.

Meetings: committee, sub-committee, papers, minutes, matters arising, reports, agenda, propose, second, agree, disagree, object, vote, decide, change/amend, chairman/woman, vice-chair, secretary, treasurer, accountant, accounts, draft, date of next meeting, interpreter.

### Attitudes/ opinions

Helpful, easy, useful, difficult, problem, right, wrong, mistake, good, better, bad, awful, best, worst, impossible, possible, think, feel, hope, prefer, want, wish, argue, agree, disagree, improve, get worse, go downhill, damage, no good, rubbish, excellent, marvellous, perfect.



<b>Time</b>	Early, late, later, morning, afternoon, evening, night, day, week, 7 o'clock, 12 o'clock, half past, quarter to, everyday, every week, next week, long time ago, recently, last week, every month, every year, last year, next year, two years ago, weekend, weekdays (Monday, Tuesday, etc), now, before, past, future. How long have you worked as a...? ...for a long time, one year, six months, three weeks, I have just started.
<b>Ordering (Time sequence)</b>	First, next, then, after that, later, last.  (Include use of signing space and reference to points in signing space.)
<b>Activities in the home</b>	Wake up, get up, go to the bathroom, toilet, have a bath/shower, clean teeth, wash hair, brush hair, shave, put on make up, get dressed, make bed, cook/eat breakfast, stay at home/work at home, look after the children, feed the baby, change nappy, put your feet up.  Go out to work, catch a bus/train/tube, have lunch, come home from work, change, cook supper, watch TV, Sky, digital, watch the news, read the paper, put feet up, have a chat, take dog for walk, put the cat out, feed the animals, go to bed, undress, sleepless night (toss and turn), fall asleep, snore.  Do the washing, wash up, dry up, Hoover, dust, go shopping, clean windows, iron, water plants, feed baby, change nappy, mow the lawn.
<b>Leisure activities</b>	Sport: athletics, jogging, tennis, badminton, golf, skiing, cricket, swimming, rugby, football, five-a-side football, hockey, netball.  Match, competition, league, results, beat, win, lose, draw, champion, cup/trophy, defend, attack, score goal.  Hobbies: gardening, photography, playing chess/cards, horse riding, knitting, sewing, fishing, sailing, climbing, walking, voluntary work, politics, video, playing the piano, computer games, watch TV, DVD, teletext, subtitles, 888.  Going out: day trip, theatre, drama, Deaf club, actor/actress, circus, clown, fun fair, zoo, film – cowboy, horror, murder, detective, spy, war, visiting friends, getting babysitter, restaurant, away for the weekend, pub, museum.



<b>Leisure activities</b> <b>(Continued)</b>	Plan/arrange tickets, prices, expensive, cheap, confirm booking, internet booking, website, cancel.  DIY: repairs inside/outside the home, decorate, paint, plaster, wallpaper, extend, build, brick, wood, metal, plastic, electric, plugs, gas, central heating, pipes, plumbing, double glazing, wiring.
<b>Opinions/likes</b> <b>/ dislikes</b>	Enjoy, interested in, exciting, fantastic, boring, great, marvellous, excellent, funny, not bad, favourite, best, worst, lousy/awful, disappointed, agree, disagree, good time, useless/no good.
<b>Illnesses</b>	Cold, flu, cough, temperature, pulse, hot, sick (feeling sick, being sick), tired, thirsty, out of breath, faint, stomach/head/toothache, measles, heart attack, aids, diarrhoea, bee sting, sunburn, bleeding, sore, painful, hurt, burn, broken leg/arm, etc, sprained ankle, bruise, cut, fall, slip, feel weak, dizzy, feel better, worse, die.  Looking flushed, swollen, pale/white, like ghost.
<b>Health</b>	Well, fit, healthy, pregnant, red cheeks.
<b>Treatment</b>	Operation, scalpel, check up, examination, x-ray, stay in bed, pills/tablets, cream, tube of/bottle of, medicine, prescription, chemist, injection, stretcher, bandage, and plaster.
<b>Hospital</b>	Nurse, doctor, dentist, clinic, health centre, ward, out patient, ambulance, optician, porter, reception, waiting room, appointment.
<b>Jobs</b>	Chef, builder, painter, waiter/waitress, administrator, receptionist, manager, mechanic, lorry driver, taxi driver, shop assistant, child minder, engineer, pilot, cleaner, gardener, farmer, teacher, BSL teacher, social worker, speech therapist, Deaf educational instructor, accountant, interpreter, computer technician, policeman, footballer, nurse, doctor, dentist, carpenter, actor/actress, retired, unemployed, student, self-employed, own business.
<b>Religion</b>	Sikh, Muslim, Buddhist, Protestant, Catholic, Jew.



**Home** Flat, block of flats, terraced house, detached house, council house, rented room.

**Address** Street, road, postcode, telephone/textphone number, mobile SMS, fax number, email address.

The learner is expected to understand and then answer questions about the following:

- People/things.
- Actions/behaviours/feelings.
- Experiences.
- Events/activities.
- Daily social/work/school routines.

**Here are some examples:**

**Describe what a person, animal or object looks like: the colour, size, shape and other characteristics**

- My dog is brown with a long tail.
- My new car is quite small but it has a sunroof.
- Did you see the man with the black leather coat?

**Ask and answer questions about something which has been mislaid so that it can be identified and found**

- Have you seen a blue folder with 'NOTES' written on it?
- I've lost my watch, it has a red strap and square face, have you seen it?
- The folder is upstairs on the first floor. Take the stairs on the right and then turn left into the corridor. The folder is in Room 4 on the left.

**Describe how a person or animal behaves**

- The shy girl is hiding behind the door.
- My cat is nervous, he always runs away when a stranger comes to the door.
- My next door neighbour is very kind, he lent me his hedge trimmer.



### **Describe what a person or animal does by using role shift**

- The cat jumped onto the wall and stretched out in the sun, the dog barked and tried to jump up.
- The boy was on the swing, his mother was pushing him, the boy laughed in delight.

### **Describe a number of feelings and some reasons for those feelings**

- I am so relieved to know that you feel better.
- Were you angry when the ball broke the window?
- I was worried when my partner arrived home late.
- I feel more relaxed after my holidays.

### **Describe in some detail things that you do regularly, the places you go, and what you do there**

- On a Wednesday evening, I go to the Deaf Club. I arrive at about 8, then I...
- Every week, a group of my friends meet in town. We usually...
- The Deaf Club is going on a day trip to Blackpool. The bus will leave at 8.30 am so please arrive early. We will return at 9.30 pm.

### **Describe things you have done in the past and are planning to do in the future**

- Last month, I went to Bristol to watch a football match. We went by coach. On the way back...
- I have booked my holiday for next year. We are going to France. We will drive to Dover and then...

### **Describe what you do at school, college or work to describe your daily routine**

- I usually get up at about 7.30 am. I have breakfast and walk to school. I meet my friends at about 8.30 am outside the school gates. We go to class at 8.50 am...
- I work at Dixons, I am a technician but sometimes I help out in the shop.
- I go to Topcliffe High School. I am in Year 10. My favourite lesson is Maths, the teacher is Mr Smith.



### **Describe what you did at school, college or work in the past**

- When I was ten years old, I went to Thirsk Primary School. Then we moved house and I changed schools.
- I used to work at Churchill's estate agents. I was in charge of advertising. Then I did some training and worked in the main office.
- Five years ago I went to college. I studied Dentistry, the course was two years and I really enjoyed it.

### **Try to find out more about the person's current and past experiences**

- Why did you leave your job? I was bored and wanted a change.
- How long did you stay at Derby College? I was there between the ages of 16 and 18.

### **Understanding straightforward advice**

- You should eat five portions of fruit and/or vegetables a day. It's good for you.
- I go to the gym every weekend. It helps me to keep fit. You should go too.

### **Discuss events or activities you have done or are planning**

- It's my mother's birthday this weekend. We are going for a meal in a Chinese restaurant and then to the cinema.
- Last month I took my nephew to Edinburgh Zoo. We spent all morning there and then we went bowling. We were both very tired at the end of the day!



## Theme 2 – Eating and Drinking

<b>Type of meal</b>	Self service, take away, vegetarian, Indian, Chinese, Greek, Italian, Mexican, Thai, Spanish, fish and chips.
<b>Drinks</b>	Coke, orange juice, lemonade, water, bottle of wine, pint of beer, half pint, lager, lime, guinness, sherry, champagne, whisky, brandy.
<b>Utensils</b>	Knife, fork, cup, glass, spoon, chopsticks, bowl, wok, saucer, plate, tray.
<b>Breakfast</b>	Cereal, egg (scrambled, boiled, etc), fried, salt, pepper, sauce, bread, butter, marmalade, toast, jam, tea, coffee, milk, sugar, sausage, bacon, tomato, croissant.
<b>Snacks</b>	Roll, sandwich, hamburger, crisps, nuts, sweets, chocolate, biscuits, cake, French bread, soup.
<b>Fruit</b>	Orange, apple, lemon, banana, melon, strawberries, peach, pear, cherry, grapes, raspberries, rhubarb.
<b>Vegetables</b>	Carrot, onion, garlic, mushroom, cabbage, lettuce, salad, potatoes, chips, peas, broccoli, parsnips, spinach.
<b>Main meal</b>	Fish, omelette, rice, spaghetti, curry, beef, chicken, turkey, ham, pork, gravy, steak – well done/medium/rare.
<b>Sweets</b>	Ice cream, jelly, cream, gateaux, pie, pudding, custard.
<b>Description</b>	Hot (food/drink), cold, taste – sweet, sour, bitter, delicious, lousy, horrible, too much, enough, more, bit/little, smell nice, hungry, starving, thirsty, full.
<b>Payment</b>	Bill, how much? service included, tip, pay by cash, cheque, bankcard, access/credit card, change, owe, expensive, cheap.
<b>Restaurant staff</b>	Manager/manageress, waiter, waitress, cashier, chef.



The learner is expected to understand and then answer questions related to food and drink, and the following:

- People/things.
- Actions/behaviours/feelings.
- Experiences.
- Events/activities.
- Making comparisons.
- Expressing opinions.

**Here are some examples:**

### **Give someone instructions for what you want to eat and drink**

- At a bar - please can I have two pints of lager and some cheese and onion crisps?
- In a café – could I have egg and chips and a cup of tea please?
- In a restaurant – to start I would like garlic bread, then pizza and a coke please.

### **Give your opinion on different foods and drinks**

- I don't like this scrambled egg. There is too much salt on it.
- Margherita is my favourite pizza.
- I prefer tea instead of coffee, coffee is too strong.

### **Describe how you prepare some food/a meal, for example making a pizza**

- Collect kitchen equipment (e.g. knife, fork, plate, grater, baking tray etc)
- Prepare the ingredients/equipment (e.g. heat the oven to 200°, grate the cheese, chop up the onions, slice the tomatoes)
- Make the food/meal (e.g. cover pizza base with tomato puree, sprinkle the cheese and other toppings, put pizza on tray, place tray in oven).

### **Describe a time you have been for a meal with friends - for example, where you went, what you ordered, what the food was like, and how you paid for the meal, etc**

On Tuesday I went to an Italian restaurant with two friends. I had garlic bread to start, then pasta and strawberry cheesecake. My friends had prawn salad to start, then pizza margherita and chocolate fudge cake. Altogether it cost £20.50. I forgot my purse so my friend had to pay. The service was poor. We left a small tip for the waitress who served us.



## **Compare two or more types of food you like or dislike - for example by cost, quality, and take away compared to eat in, etc**

- I like to cook at home because it is cheaper than eating out.
- I like tomato soup but not tomatoes.
- I enjoy fish but am not keen on prawns.
- I don't like the Chinese buffet restaurant, the food is always cold. I prefer Chinese take-away.

## **Give your views on eating and drinking, for example, what is good for you to eat and why, different types of foods/drinks, e.g. meat, vegetables, fish, pasta, alcoholic, caffeine, etc**

- I drink at least two bottles of water a day because it's good for me.
- I don't drink coffee because the caffeine keeps me awake all night.
- I prefer to eat fruit than chocolate because it's healthier.
- Fish is good for you because of the Omega 3 in it.
- I eat a lot of broccoli and spinach because it has lots of iron.



## Theme 3 – Shopping and Spending

### Money and payments

Pounds and pence, euro, foreign currency, coin, notes, change, how much?, owe, value, cash, cheque, credit/debit card, bill, invoice, rent, tax, mortgage, HP, deposit, receipt, VAT, interest.

Number signs linking to units, e.g. 20p, £4,500,  
2 kg, 8lbs, 10%, 50 euros, 700 grams.

Expensive, cheap, bargain, in the sales, refund, commission, discount,  
2 for the price of 1, spent, save, each.

### Shops

Market, supermarket, department store, garden centre, clothes, shoes, DIY, bank, building society, travel agency, till, queue, trolley, cashier, manager, shelf/shelves, price tag, rack, open, closed.

### E-shopping

Internet bank, website, password, PIN number, private, credit card, cash point, card number, delivery, email.

The learner is expected to understand and then answer questions related to shopping and spending, and the following:

- People/things.
- Actions/behaviours/feelings.
- Experiences.
- Events/activities.
- Making comparisons
- Expressing opinions.

### Here are some examples:

#### Explain when and how you use cash, credit cards, cheques, loans, etc

- I have bought a new car. I had to take out a bank loan.
- I usually pay cash at the newsagents.
- I buy petrol using my credit card.



### **Explain how you pay for services such as hairdressers, garage bills, travel agents, etc, school, college, canteen**

- I have to pay £25 for membership of my gym.
- I pay my phone bill by direct debit.
- Last week I had my car serviced. It cost £50 and I wrote a cheque.
- Yesterday I went to the hairdressers. It was expensive. I paid with cash.

### **Describe the different types of shops, payment methods, receipts and refunds, budgeting, etc**

- I bought some trousers at M&S but they were too small. I had my receipt so I took them back and they gave me a refund.
- I saved up £60 for some new shoes.
- I prefer to go to the supermarket. I can choose what I want to buy.
- I do my shopping online, it is much easier.

### **Ask for the price of things and comment on whether this is expensive/ reasonable/ cheap/bargain/in the sales, etc**

- How much is that jacket?
- Is this in the sale? What is the sale price? That's a bargain!
- Can I buy two t-shirts for the price of one?
- I bought a new TV it was very expensive.

### **Give your opinions about current and past shopping experiences**

- I don't like the local shopping centre because it is too big and too expensive.
- I prefer the local market because it's small and easy to find things.
- I bought some new shoes online last week. It was much easier and cheaper.

### **Compare two or more things you've bought - for example by size, cost, quality, how easy it was to get, and where from - shop, catalogue, internet**

- I ordered a dress from my catalogue, it was poor quality. I bought another dress from Tesco which was much better.
- I shop on the internet because it is cheaper than high street shops.
- I bought a jumper from M&S it was very expensive then I saw a similar one in Asda for much less.



## Theme 4 – Travel and Holidays

**Buying a ticket** Internet, single, cheap day return, saver, season ticket, open return ticket, bus/train pass, book/reserve seat, arrive, depart, timetable.

**Travelling** Tickets, porter, ticket collector, inspector, buffet, station, saver, first class, standard class, bus stop, bus conductor, route, journey, long distance, get on, get off, travel along.

Vehicles – motorbike, racing bike, cycling, car, bus, coach, train, plane, ferry.

Driving – road, one-way street, motorway, overtake, reverse, traffic jam, meter, car park, insurance, tax, licence, fast, slow, slow down, hire, deposit, seat belt, taxi, mirror, indicator, lights, service station, petrol – 4 star, unleaded, etc.

Directions – map, turn left, right, past traffic lights, round the corner, just round the corner, on the corner, crossroads, roundabout, how far?, a long way, near/close, miles, lost.

Going abroad – check in, airport, ferry, boat, hovercraft, luggage, duty free, customs, declare, passport, exchange rate, euros.

**Breakdown or accident** Engine trouble, overheating, battery flat, oil, water, gear box, run out of petrol, brakes, puncture, air pressure, windscreen smashed, garage, repair, mechanic.

Crash, ambulance, fire engine, police, insurance, book.

Speeding, parking ticket, traffic warden, car tax, license, MOT, insurance.

**Places** London, Glasgow, Edinburgh, Blackpool, Belfast, Brighton, Leeds, Leicester, Sheffield, Durham, Birmingham, Cornwall, Plymouth, Portsmouth, Margate, Derby, Cardiff, Swansea, etc. Also signs for local places and main cities abroad, e.g. Stockholm, Washington, New York, Dublin.

Europe, Sweden, Norway, Scandinavia, Finland, Holland, Belgium, Denmark, Poland, Portugal, Germany, France, Spain, Italy, Greece, Hungary, Switzerland, Croatia, Slovenia, Austria, Russia, Egypt, India, Japan, China, Australia, America, Bangladesh, Pakistan, West Indies, etc.



<b>Holidays</b>	Camping – tent, campsite, caravan, tow, country, field, hill, slope, river, sleeping bag, torch.  Hotel/B&B – single room, double, twin, bed and breakfast, full board, half board, continental breakfast, room with/without shower, private bathroom, luxury, modern hotel, room key, book, confirm, cancel, deposit, reception, view, pay extra, soap, towels, sheets, pillow case, duvet.
<b>Places to visit/activities</b>	Seaside, beach, mountains, ski slope, museum, sight seeing, city centre, cathedral, guided tour, day trip, north, south, east, west, lake, hire a boat, sunbathe, relax, take photos, sailing, windsurfing, sub aqua, fun fair.
<b>Complaints and compliments</b>	No hot water, shower not working, bed lumpy, too hard, too soft, wrong key, bulb gone, not enough blankets, poor/lousy, no good, not happy, not satisfied, angry, change/repair, shabby, broken, noisy, dirty.  Excellent, good value, really pleased, enjoyed it a lot, satisfied, comfortable, lovely view, clean, praise, congratulations.
<b>Place names</b>	Manchester, Belfast, London, Cardiff, Brighton, Birmingham, Glasgow, Durham, France, Spain, Germany, USA, Australia, Europe, etc.
<b>Transport</b>	How do you get there? ...by car, bus, train, tube, bike, on foot.
<b>Weather</b>	It is cold, hot, raining, windy, sunny.

The learner is expected to understand and then answer questions related to travelling and holidays, and the following:

- People/things.
- Actions/behaviours/feelings.
- Experiences.
- Events/activities.
- Making comparisons.
- Expressing opinions.



## Here are some examples:

### Give and ask for directions to somewhere nearby and somewhere further away

- Please can you tell me how to get to the train station? You go to the end of this road, turn left and then second right.
- I need to drive to Bristol. Please can you tell me the best way to go? You go on the M20 and take junction 9.

### Describe a holiday you are planning to go on/have been on

- I am going to Tenerife. I am flying from Newcastle airport. I will be staying in an apartment, self-catering. I hope the weather is nice, I want to go to the beach everyday.
- We are going for a walking weekend in the Lake District. We will stay in a B&B but will go to pubs for lunch.
- My friend and I went touring around Australia. We flew from Sydney to Melbourne and then got a bus to Perth...
- My husband and I went to Cornwall for our honeymoon. We stayed in a lovely hotel by the beach. We hired a car and toured the countryside...

### Describe what a hotel, B&B, someone's home was like, what facilities did it have, etc

- The hotel was three star. It had its own pool and a fitness centre. The restaurant was small but there were other places to eat nearby.
- My uncle has a big house in Scotland. It has four guest rooms and three bathrooms. There is a Jacuzzi in the garden.
- The B&B had a television but it did not have subtitles.

### Give your opinion about current and past holiday experiences

- I enjoyed going to Benidorm because there were plenty of things to do and see. It was also cheap.
- Morocco was too hot for me; I prefer somewhere a bit cooler.
- I loved visiting Goa because the culture was so different and interesting. The people were very friendly.



**Compare two or more journeys you've been on - for example by train, aeroplane, car, and compare them by cost, time taken, how easy it was to get to, what went wrong**

- I prefer to drive to Leicester because it takes longer to travel by train. I have to change trains three times from Durham.
- I used to take the train to London but now it is quicker and cheaper to fly.
- Once, I travelled by train from Cardiff to York. There were lots of problems with the railways and I didn't get home till the next day! I was so tired and fed up.



# BSL202 – Assessment Criteria

## Clear meaning and context

Information is presented correctly and accurately with few grammatical errors. Candidates should be encouraged to clearly describe and compare characters, express views and feelings as well as describe the timing and order of events.

## Signing pace and flow

Candidates should be able to sign at an appropriate pace and flow without being too slow, too fast, jerky, tense or pausing a lot. Candidates should also be able to sign whole sentences without the need to sign one word at a time, which is not natural BSL.

## Signing space

The candidate is able to sign within the signing space appropriately – not too small or too big.

## Placements and referents

**Placement** - using the signing space the candidate should be able to ‘place’ people, buildings and objects in different positions around them and refer back to them using their eye gaze and directional verbs.

Here are some examples of placement:

The window looks out over the river.

I flew from Leeds to London Heathrow and then to Seattle.

The organisation has a Management Committee and three sub Committees.

**Referents** – when something has been established in the signing space it can then be referred back to by pointing with the index finger or eye gaze.

**Enumeration** – events, people, objects can be listed on the fingers and referred back to, here are some examples:

I’ve got three brothers – 1<sup>st</sup> Mark, 2<sup>nd</sup> Ian and 3<sup>rd</sup> Tom.

I’m the youngest in my family – 1<sup>st</sup> is my sister, 2<sup>nd</sup> is my brother, 3<sup>rd</sup> is me.



## Role shift

Taking on the role, actions and behaviour of different people or animals when telling a story or in a conversation.

The candidate will move their body slightly and use their eye gaze to show two or more different characters, here are some examples:

Paul is eating his lunch, his dog is sitting next to him hoping to be fed – the candidate will take on the role of themselves and then the dog.

In a restaurant someone is ordering food. The candidate will take on the role of the customer and the waiter.

## Vocabulary

The candidate is able to use a wide range of vocabulary at Level 2 standard with little repetition of the vocabulary.

Vocabulary should be signed in the right context – there are many English words that are spelt the same but have different meanings, for example:

I hope I **pass** my exam.

I have lost my bus **pass**.

I need a **book** from the library.

Can you **book** me a taxi please?

I am too **hot**.

This curry is **hot**!

**Open** the book.

**Open** the door.

Appropriate BSL lip pattern or mouth pattern should be used – there will often be no English words on the lips. For example, there are no English words on the lips when expressing feelings like happy, sad, excited, angry or when using action verbs such as working, walking, cycling, etc.

Candidates should be able to use signs, instead of fingerspelling the word.



Teachers should encourage candidates to use a wide range of vocabulary learned in the classroom as well as additional study hours, for example, BSL Homework – [www.bslhomework.org.uk](http://www.bslhomework.org.uk).

## Handshape and movement

### Handshapes

Candidates should be able to use the appropriate handshape for:

- objects which have a different size or shape – flat, round, square.
- different patterns, surfaces and texture – smooth, rough, clean, bumpy, checked, spotted.
- lights – traffic lights, disco lights, flashing lights.
- a person, people – crowds, queues, audience.
- eyes - look up, look around, look at each other.
- vehicles – car, traffic
- legs and feet of people and animals – walking, upstairs/downstairs, kicking a ball.
- different ways of travelling – car, plane, boat, bike.
- location – for example to show the place on the body which is in pain – headache, toothache, back ache, etc. I washed the floor/car/windows. I brushed the carpet/my hair.

### Movement

Handshapes sometimes move in the signing space, here are some examples:

- The car overtook the bus.
- The ball bounced along the floor.

Sometimes the handshape can change as it moves along in the signing space, here are some examples:

- The car overtook and sped off in to the distance.
- The ball bounced and shot in to the air.

For movement, the candidate is able to use correct location, position, direction and orientation of the signs:

- location – face and body, e.g. ‘name’ is from forehead, not the cheek or chin.
- position – using correct placements in correct settings.
- 



- directions – signs used in the correct movement to oneself or someone else, e.g. one can sign swim-forward or drive-forward but cannot swim-back or drive-back. It depends on the context of the story.
- orientation – the direction in which the palm and fingers face.

## Fingerspelling

The candidate should fingerspell correctly by:

- using the correct form of letter on the hand(s)
- using natural movement
- mouthing the **word** while fingerspelling.

Candidates should **not**:

- change hands when fingerspelling
- mouth each letter as they fingerspell.

Fingerspelled words could include names of people/pets, brands, countries and cities, here are some examples:

Oxford	Sony	Paul
London	Daewoo	Jane
Sussex	Freeview	Murphy
Bruges	Renault	Oliver

If a candidate fingerspells the name of a town, city or country, for example, L-O-N-D-O-N, this is acceptable.

It does not matter if there is a sign for a place or not. The sign can count as part of the vocabulary.

Here are some examples that are **not** acceptable for fingerspelling as there is already a sign for the word:

Hamster	Fax
Snake	Telephone
Teacher	School
Photocopier	Factory



Candidates need to fingerspell four or more words correctly to get full points for this section.

### **BSL sign order (essential criteria E1) \***

Be able to sign without the need to use the English structure, i.e. TREE BOY CLIMB not 'the boy climbed the tree.' BSL must be used throughout the course and the assessment.

### **Non-manual features (essential criteria E2)\***

Facial expressions include the head, face, eyes and eyebrows and are important in descriptions, emotions, question forms and negation.

There will often be no English words on the lips when expressing feelings or using action verbs so the candidate should use appropriate lip patterns.

Here are some examples of where facial expressions should be used:

Exercising – walking, running, biking.

Describing something – huge, expensive, fast, slow, fat, thin.

Feelings – sad, happy, bored, angry, fed up, poorly, it hurts, sharp pain.

To show the intensity of something – expensive, very expensive, cheap, fast, getting up quickly/slowly, bad, really bad, upset, really upset, raining, raining heavily.

The teacher must encourage candidates to use facial expressions throughout the course.

\* Candidates **must** gain two or more points for **each** of these sections in order to pass this unit.



# BSL203 – Assessment Criteria

## Conversational skills (BSL203)

### Fluency of conversation

The candidate is able to keep a conversation going for up to 6 – 7 minutes without it being a one-sided conversation with either the teacher or candidate taking over the conversation.

### Turn-taking

Turn-taking is the back-and-forth interaction needed to have a conversation. It is like playing tennis; each player needs to take turns hitting the ball. If somebody does not take a turn, the game stops.

The candidate needs to be able to turn-take appropriately during the conversation to make sure that it is not one-sided. This must be a conversation and not just questions and answers. The conversation should include natural interruption and follow ups, some clarification is allowed. The candidate also needs to use appropriate eye contact.

## Receptive skills (BSL203)

### Understanding

The candidate is able to understand the teacher correctly and accurately with some clarification allowed.

The teacher must:

- make sure that the conversation is balanced to allow the candidate to show evidence of understanding
- use a wide range of vocabulary from the qualification with little repetition of the vocabulary.

### Questions

The candidate is able to answer correctly questions asked by the teacher.

The candidate needs to answer four or more questions correctly to get full points for this section. The teacher should be prepared with additional questions to ask if the candidate has only answered one or two correctly. The teacher must use BSL question forms and not in SSE.



Candidate should be able to answer all types of questions in BSL, for example:

- ‘Yes or no’ questions correctly.
- ‘Either or’ questions correctly
- Open questions using appropriate vocabulary.

Here are some examples of types of questions:

**Yes/no questions** – where the candidate will answer yes or no, for example:

- Have you brother/sister?
- Do you like your work?
- Have you been here before?

**Either/or questions** – where the candidate will choose an answer, for example:

- Do you live in Leeds or Bradford?
- How do you get to school – by bus or do you walk?
- Do you prefer books or movies?

**Open questions** – where the candidate will give longer answers, for example:

- What do you do?
- Who’s she/he?
- Why did you leave your job?

## Fingerspelling

The candidate is able to understand a fingerspelled word by the teacher without asking for clarification or repetition.

The teacher must:

- fingerspell correctly and accurately
- continue to fingerspell words during the conversation to allow candidates to fingerspell back
- only fingerspell words that are linked to names of people/pets, brands, countries and cities.



The candidate should show that they have understood the teacher by repeating the fingerspelled word correctly by:

- using the correct form of letter on the hand(s)
- using natural movement
- mouthing the **word** while fingerspelling.

Candidates should **not**:

- change hands when fingerspelling
- mouth each letter as they fingerspell.

Fingerspelled words could include names of people/pets, brands, countries and cities, here are some examples:

Oxford	Sony	Paul
London	Daewoo	Jane
Sussex	Freeview	Murphy
Bruges	Renault	Oliver

If a teacher fingerspells the name of a town, city or country, for example, L-O-N-D-O-N, it is acceptable for the candidate to fingerspell this back to the teacher.

It does not matter if there is a sign for a place or not.

Here are some examples that are **not** acceptable for fingerspelling as there is already a sign for the word:

Hamster	Fax
Snake	Telephone
Teacher	School
Photocopier	Factory



## Productive skills (BSL203)

### Vocabulary

The candidate is able to use a wide range of vocabulary at Level 2 standard with little repetition of the vocabulary.

Vocabulary should be signed in the right context – there are many English words that are spelt the same but have different meanings, for example:

I hope I **pass** my exam.

I have lost my bus **pass**.

I need a **book** from the library.

Can you **book** me a taxi please?

I am too **hot**.

This curry is **hot**!

**Open** the book.

**Open** the door.

Appropriate BSL lip pattern or mouth pattern should be used – there will often be no English words on the lips. For example, there are no English words on the lips when expressing feelings like happy, sad, excited, angry or when using action verbs such as working, walking, cycling, etc.

Candidates should be able to use signs, instead of fingerspelling the word.

Teachers should encourage candidates to use a wide range of vocabulary learned in the classroom as well as additional study hours, for example, BSL Homework.

### Questions

The candidate is able to ask appropriate questions relevant to the conversation with the teacher. Candidates need to ask four or more questions correctly to get full points for this section. The candidate must use BSL question forms and not in SSE.

Candidate should be able to use all types of questions e.g.

- Can ask 'yes or no' questions correctly.
- Can ask 'either or' questions correctly
- Can ask open questions using appropriate vocabulary.



Here are some examples of the different types of questions:

**Yes/no questions** – where the candidate will answer yes or no, for example:

- Have you any brothers?
- Do you like your work?
- Have you been here before?

**Either/or questions** – where the candidate will choose an answer, for example:

- Do you live in Leeds or Bradford?
- How do you get to school – by bus or do you walk?
- Do you prefer books or movies?

**Open questions** – where the candidate will give longer answers, for example:

- What do you do?
- Who's she/he?
- Why did you leave your job?

**Question tags** – by using nod or shakes of the head at the end of a signed phrase or by using a sign like 'Right?' or 'True?'. For example:

- It's expensive isn't it? (BSL it's expensive right/true?)
- You're John aren't you? (BSL you're John right/true?)

## Fingerspelling

The candidate is able to fingerspell correctly and appropriately for names of people/pets, brands, countries and cities by using the correct form of letter on the hand(s) with natural movement, without mouthing each letter or changing hands.

Candidates should fingerspell correctly by:

- using the correct form of letter on the hand(s)
- using natural movement
- mouthing the **word** while fingerspelling.

Candidates should **not**:

- change hands when fingerspelling



- mouth each letter as they fingerspell.

Here are some examples:

Oxford	Sony	Paul
London	Daewoo	Jane
Sussex	Freeview	Murphy
Bruges	Renault	Oliver

If a candidate fingerspells the name of a town, city or country, for example, L-O-N-D-O-N, this is acceptable.

It does not matter if there is a sign for a place or not. The sign can count as part of the vocabulary.

Here are some examples that are **not** acceptable for fingerspelling as there is already a sign for the word:

Hamster	Fax
Snake	Telephone
Teacher	School
Photocopier	Factory

Candidates need to fingerspell four or more words correctly to get full points for this section.

### **BSL sign order (essential criteria E1)\***

The candidate is able to sign without the need to use the English structure, i.e. TREE BOY CLIMB not 'the boy climbed the tree.' BSL must be used throughout the course and the assessment.

### **Non-manual features (essential criteria E2)\***

Facial expressions include the head, face, eyes and eyebrows and are important in descriptions, emotions, question forms and negation.

There will often be no English words on the lips when expressing feelings or using action verbs so the candidate should use appropriate lip patterns.



Here are some examples of where facial expressions should be used:

Exercising – walking, running, biking.

Describing something – huge, expensive, fast, slow, fat, thin.

Feelings – sad, happy, bored, angry, fed up, poorly, it hurts, sharp pain.

To show the intensity of something – expensive, very expensive, cheap, fast, getting up quickly/slowly, bad, really bad, upset, really upset, raining, raining heavily.

The teacher must encourage candidates to use non-manual features throughout the course.

\* Candidates **must** gain two or more points for **each** of these sections in order to pass this unit.

## OTHER KEY GRAMMATICAL FEATURES

At Level 1 students should have been introduced to some of the grammatical features of Sign Language. In addition to those above here is a list of some other features that students are expected to recognise and demonstrate at Level 2.

**Negation** – this can be shown by head shakes or negative signs, for example:

- I don't understand.
- I don't like.
- I don't want.
- I can't.
- Not true/not happy.
- None, nothing, never.

**Affirmation** – this can be shown by nodding the head in agreement of something, for example:

- I'm hearing.



- I work here.
- I enjoy my job.
- I love my dog.
- I can drive a van.
- I have two sisters.

## Directional verbs

Some signs can move in different directions to show who is doing what to whom. Here are some examples:

- Ask – I ask you, you ask me, you ask him.
- Give – I give you, you give me, they give you.
- Phone – I phone you, you phone me, you phone her.

Other examples could include tell, visit, help, explain, pay etc.

## Time

**Future** – something that is happening in the future - this is signed in front of the body, here are some examples:

- I'm going to visit my sister next week.
- I'm going swimming tomorrow.

**Past** – something that happened in the past – this is signed behind the shoulder, here are some examples:

- I used to work in London.
- Last week I went to the cinema.

**Now** – something that is happening now – this signed just in front of the body, here are some examples:

- I am watching a movie now.
- I am walking the dog now.



**Calendar units and frequency** – week, every week, week after week, next week, last week, next year, last year, every year, before (you do this), after (you do this), every hour, hours and hours, early, late, an hour ago, in the next half an hour, for a long time, once a month, three times a day, before going to bed, monthly, yearly.

**Continuation** – shows a continued action over a period of time, for example, carry on, continue.

**Order of events** – first I got the bowl, then the eggs, then I broke the eggs in to the bowl and then...

**Show different stages in a time sequence** – In Sign Language it is possible to show an activity at different points in time, this is often done by changing a sign, here are some examples:

Getting up                    I was just about to get up  
                                      I got up  
                                      I am up

Eating                        I was just about to eat breakfast  
                                      I was eating breakfast  
                                      I'd finished eating breakfast

**Conditionality** - expresses 'if....' – 'then' relationships between two sentences, here are some examples:

- If it's sunny I'll go outside, (then) if it rains I'll work inside
- If you go out in the rain without an umbrella, (then) you will get wet.
- If I am late to work, (then) I can't leave early.

## Itemising/listing

- I have to go food shopping this morning, clean the car this afternoon and visit my parents tonight.
- Can I have two garlic breads, one prawns, two pizzas and one fish and chips please?
- I would like two fishcakes and a bag of chips please.
- Last weekend at M&S I bought a jumper and a pair of trousers.



- I went to Tesco and bought a ham sandwich, salad and crisps for my lunch.

## Numbers

Age (from the nose), money (from the chin), time (in some cases from forehead), and order (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> last or in number sequence).

