

Unit Title:	F/600/2991 Reading in Japanese
Level:	Entry 3
Credit Value:	3
Guided Learning Hours:	30
Unit Summary	Learners will recognise basic written signs and understand simple written instructions and texts on familiar subjects in the target language. Written work does not need to be handwritten
Learning Outcomes (1 to 3) <i>The learner will:</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can:</i>
1. Be able to recognise basic written signs in the target language	1.1 Read and respond in English to 10 signs given in the target language without using a dictionary / glossary
2. Understand basic instructions /information in the target language	2.1 Read and respond in English to instructions / items of information given in the target language without using a dictionary / glossary
3. Understand a text in the target language consisting of vocabulary in everyday use	3.1 Give the key points and some specific details in English, using a dictionary / glossary if required, of a simple written text in the target language containing <ul style="list-style-type: none"> • a limited range of everyday vocabulary • simplest ways of expressing the present tense/timeframe • a limited range of basic questions • commonly used positive and negative forms • basic link words in everyday use • basic numerical data (within the range 1–1000)
Links to National Occupational Standards National Language Standards 2004: RE.1 (1-4, 6) Common European Framework: A1 Reading, A2 Reading	

SUPPORTING UNIT INFORMATION

F/600/2991 Reading in Japanese – Entry 3

INDICATIVE CONTENT

This unit will introduce learners to the following key information (relating to the topics chosen)

- formal and informal language
- a range of common items of vocabulary and at least one negative structure
- words used to link ideas e.g. and, but, also
- basic numerical data
- questions, both those requiring yes / no answers and those requiring basic information, in prescribed contexts
- the basic rules of grammar to recognise words and simple phrases
- simple structures to express like / dislike
- present tense/timeframe with frequently used verbs / structures
- simple written forms / conventions of the target language
- using a simple dictionary / glossary / phrase book (target language>English)

TEACHING STRATEGIES AND LEARNING ACTIVITIES

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Learning can be set in any appropriate context, relating to personal, social or workplace situations.

Learning activities need to be as practical as possible. They will need to be taught the required skills and they will need to engage in communicative activities to practise and improve listening and speaking skills, applying the linguistic elements required to achieve the Learning Outcomes and Assessment Criteria.

METHODS OF ASSESSMENT

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Assessments can be set in any appropriate context relating to personal, social or workplace situations.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. Units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced to assessment criteria and portfolio location.

EVIDENCE OF ACHIEVEMENT

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- observation reports
- oral/written questions and answers
- worksheets/workbooks
- witness statements
- recorded evidence (video or audio)
- case studies/assignments
- other suitable supplementary evidence

The most appropriate evidence for the unit should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

External moderators will expect evidence to be available if requested which will support the assessment decisions of the assessor.

ADDITIONAL INFORMATION

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site www.abcawards.co.uk.

Additional guidance on assessment tasks for this unit can be found on the ABC web site www.abcawards.co.uk.