

## ABC Awards in Japanese

# Case Study

*Noriko Williams*

## Versatility

Real Advantage of ABC Awards

**Case A** in one year (120 hours total)  
 2 x 90 min/week      20 weeks    Entry 3  
 2 x 90 min/week      20 weeks    Level 1

**Case B** in two years (120 hours total)  
 1 x 120 min/week      30 weeks    Entry 3  
 1 x 120 min/week      30 weeks    Level 1

### Entry 3 Award in Speaking and Listening

**Case C** in one year  
 90 min/week      25 sessions

Enrichment Japanese

### Entry 3 Award in Speaking and Listening

+ Hiragana Recognition

- To help gain authentic pronunciation
- Trophy of learning an unusual language



B W

- Lesson Notes
- Worksheets
- Quizlet

- ☺ Give clear instructions
- ☺ Give achievable aims
- ☺ Set check points
  - ♦ Assessments
- ☺ Give appraisals
  - ♦ Stickers
  - ♦ Stamps
  - ♦ Emails

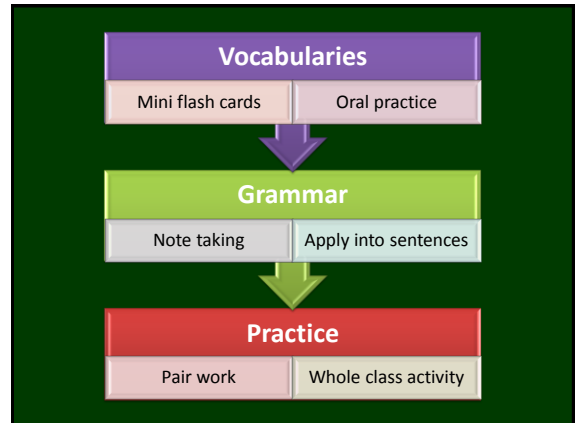
1	Inductions	
2	HIRAGANA	Daily Expressions
3		Cardinal Numbers
4		
5		
6		
7	CULTURE	Assessment 1
8		Dialogue
9		Assessment 2
10		Assessment 3
11		Assessment 4
12		
13		
14		
15		
16		
17		
18		
19		
20		

## ABC Awards in Japanese E3

# Speaking Assessment

Teacher Tracking Document

LEVEL	ENTRY 3	AWARD	SPEAKING AND LISTENING					
LANGUAGE:	Japanese	COURSE ID:	183055					
CENTRE NAME	Richard Huish College	LEARNER NAME	Katie Aldridge	Lucy Aldridge	Emma Bamblitz	Emma Barron	Toby Gosling	Natasha Klein
TUTOR/ASSESSOR NAME	Nonko Williams	IM/IV SIGNATURE	Helen Valls					
Initial for learners sampled by the Internal Moderator								
EXTERNAL MODERATOR SIGNATURE			PLEASE TICK IN THE BOXES BELOW IF SPECIFIED LEARNING OUTCOMES. Please also refer to the relevant specification. Applicable exemptions or credit transfers should be noted.					
RECEIVING								
2.1 - Generate at least 4 phrases relating to familiar events. Dictionaries may be used to prepare but the assessment must not simply be read from notes.								
2.1 - Generate at least 6 short and simple questions to receive a yes/no response and obtain information. Dictionaries may be used to prepare but the assessment must not simply be read from notes.								
LISTENING								
1.1 & 1.2 - Listen to at least 8 phrases in the target language and answer in English a minimum of 3 questions related to the stimuli without using a dictionary.								
2.1 & 2.2 - Listen to a short passage in the target language and note in English at least 5 specific details from the stimuli without using a dictionary.								
DIALOGUE								
1.1 - Participate in a dialogue with a minimum of 12 simple phrases (the learner must contribute a minimum of 6 utterances). Dictionaries or								



Teacher Tracking Document

LEVEL	ENTRY 3	AWARD	SPEAKING AND LISTENING					
LANGUAGE:	Japanese	COURSE ID:	183055					
CENTRE NAME	Richard Huish College	LEARNER NAME	Katie Aldridge	Lucy Aldridge	Emma Bamblitz	Emma Barron	Toby Gosling	Natasha Klein
TUTOR/ASSESSOR NAME	Nonko Williams	IM/IV SIGNATURE	Helen Valls					
Initial for learners sampled by the Internal Moderator								
EXTERNAL MODERATOR SIGNATURE			PLEASE TICK IN THE BOXES BELOW IF SPECIFIED LEARNING OUTCOMES. Please also refer to the relevant specification. Applicable exemptions or credit transfers should be noted.					
RECEIVING								
2.1 - Generate at least 4 phrases relating to familiar events. Dictionaries may be used to prepare but the assessment must not simply be read from notes.			✓	✓	✓	✓	✓	✓
2.1 - Generate at least 6 short and simple questions to receive a yes/no response and obtain information. Dictionaries may be used to prepare but the assessment must not simply be read from notes.			✓	✓	✓	✓	✓	✓
LISTENING								
1.1 & 1.2 - Listen to at least 8 phrases in the target language and answer in English a minimum of 3 questions related to the stimuli without using a dictionary.								
2.1 & 2.2 - Listen to a short passage in the target language and note in English at least 5 specific details from the stimuli without using a dictionary.								
DIALOGUE								
1.1 - Participate in a dialogue with a minimum of 12 simple phrases (the learner must contribute a minimum of 6 utterances). Dictionaries or								

Witness Statement for The Speaking Assessment

### WITNESS STATEMENT FOR THE SPEAKING ASSESSMENT

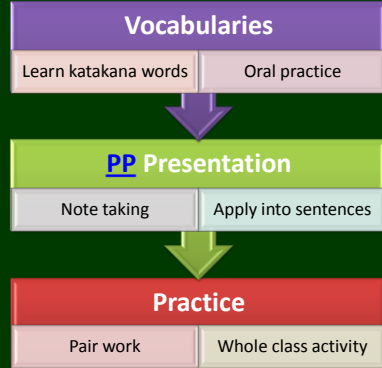
This declaration must be completed and signed by the tutor / assessor successful completion of the Speaking unit.

On behalf of Richard Huish College, I confirm that the Speaking assess been completed by the stated learners on the Tutor Tracking Document required conditions.

Signed		Date
Name	Nonko Williams	
Course IDs	183055	

## ABC Awards in Japanese E3

## Dialogue



## Recording

Quality

Labelling

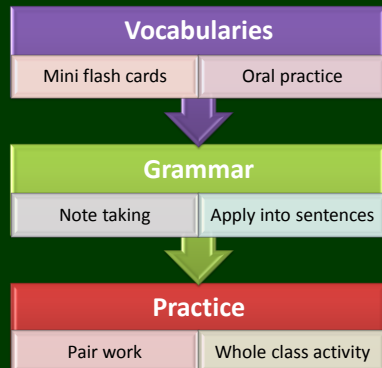


## Teacher Tracking Document

LEVEL	ENTRY 3	AWARD	SPEAKING AND LISTENING						
LANGUAGE: Japanese		COURSE ID: 183055							
CENTRE NAME Richard Huish College		LEARNER NAME		Kate Aldridge	Lucy Aldridge	Emma Bamby	Emma Barron	Toby Gearing	Natasha Klam
TUTOR / ASSESSOR NAME Nonko Williams									
IM / IV SIGNATURE Helen Valls									
Initial for learners sampled by the Internal Moderator									
EXTERNAL MODERATOR SIGNATURE				PLEASE TICK IN THE BOXES BELOW IF SPECIFIED LEARNING OUTCOMES.					
				Please also refer to the relevant specification. Applicable exemptions or credit transfers should be indicated.					
SPEAKING									
1.1 – Generate at least 4 phrases relating to familiar events. Dictionaries may be used to prepare but the assessment must not simply be read from notes.									
2.1 – Generate at least 6 short and simple questions to receive a yes/no response and obtain information. Dictionaries may be used to prepare but the assessment must not simply be read from notes.									
LISTENING									
1.1a – Listen to at least 8 phrases in the target language and answer in English a minimum of 3 questions related to the stimuli without using a dictionary.									
1.1b – Listen to a short passage in the target language and note in English at least 6 specific facts from the stimuli without using a dictionary.									
DIALOGUE									
1.1 – Participate in a dialogue with a minimum of 12 simple phrases (the learner must contribute a minimum of 6 utterances). Dictionaries or glossaries may be used to prepare but any notes made in the target language should not be used during the dialogue.				✓	✓	✓	✓	✓	✓

## ABC Awards in Japanese E3

## Listening

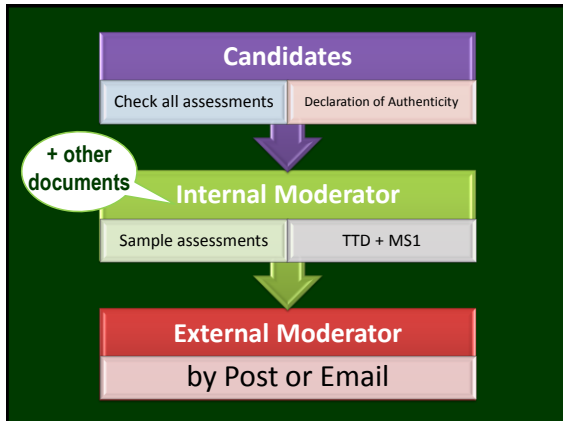


## Teacher Tracking Document

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SPEAKING								
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2.1 – Generate at least 6 short and simple questions to receive a yes/no response and obtain information. Dictionaries may be used to prepare but the assessment must not simply be read from notes.								
LISTENING								
1.1 & 1.2 – Listen to at least 5 phrases in the target language and answer in English a minimum of 3 questions related to the stimuli without using a dictionary.			✓	✓	✓	✓	✓	✓
2.1 & 2.2 – Listen to a short passage in the target language and note in English at least 6 specific details from the stimuli without using a dictionary.			✓	✓	✓	✓	✓	✓

## ABC Awards in Japanese E3

## Moderation Package



## For External Moderation

Send the documents by post or scan and email them

	<b>Evidence</b>
Speaking	<ul style="list-style-type: none"><li>• Witness Statement (per course)</li></ul>
Listening	<ul style="list-style-type: none"><li>• Transcript / Audio recording</li><li>• 2 Assessments (answer in English)</li></ul>
Dialogue	<ul style="list-style-type: none"><li>• Audio recording</li><li>• List of recording order (announce candidate's name at the beginning of each recording)</li><li>• Tutor brief + Candidate brief</li></ul>
Declaration of Authenticity	<ul style="list-style-type: none"><li>• Signed and dated by learner and tutor (per candidate)</li></ul>
Tutor Tracking Document	<ul style="list-style-type: none"><li>• Complete fully (per course)</li><li>• IM's signature</li><li>• IM's Initials for sampled works</li><li>• Tick for achievement</li></ul>
MS1	<ul style="list-style-type: none"><li>• Complete fully (P for Pass / W for Withdrawn)</li><li>• Signed and dated by tutor and IM</li></ul>

- When recording the Dialogue, make sure the microphone is pointed at the candidate rather than the tutor.
- All assessment briefs should indicate whether use of dictionary is allowed or not.
- All assessments should have evidence of being checked by the tutor. Ideally, ticks for correct answers, tutor's signature and 'Pass'.