

ABC AWARDS

ENTRY 3 AWARD IN TAJWEED





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**ENTRY 3
AWARD
IN
TAJWEED**

QUALIFICATIONS GUIDANCE

Document should be used in conjunction with the User Guide

The following qualification is available in Tajweed

Entry 3 Award in Reading and Writing – 3 units Reading / Writing / Reading and Written Response

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Qualification Summary

ABC Qualification in Tajweed

There is an Award at Entry Level 3

Qualification	
Non Roman Script Award in Tajweed Entry 3 Award in Reading and Writing in Tajweed [500/7058/7] Number in box brackets indicates Qualification Ref number	
Assessment	Internal assessment, internal and external moderation
Grading	Pass
Accreditation Start Date	01/08/2009
Accreditation End Date	31/08/2013
Certification End Date	31/08/2014
ABC Sector	Languages
QCA Tier 2 Sector	12.2
Support	CILT
ABC Administering Office	Nottingham

Entry Level 3 Award in Tajweed

Rules of Combination: Non Roman Scripts

Entry Level 3 Award in Reading and Writing - learners must achieve a minimum of 9 credits

The GLH given below is an estimated time but could vary depending on the centre and learners (e.g. it could be less than that stated).

Unit	Level	Credit Value	GLH	Page No.
Non Roman Script				
Tajweed				
Entry Level 3 Award in Reading and Writing in Tajweed				
Reading in Tajweed [A/600/3119]	E3	3	30	3
Writing in Tajweed [A/600/3122]	E3	3	30	6
Reading and Written Response in Tajweed [J/600/3124]	E3	3	30	9

Numbers in box brackets indicate QCA unit number

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification

Entry Requirements	No formal entry requirements					
Section 96/97	Pre 16	ü	16 – 18	ü	19 +	ü
LSC Qualification Code	Entry 3 Award in Reading and Writing in Tajweed - 50070587					
Recommended GLH	Entry 3 Award in Reading and Writing in Tajweed - 90					
Points Score	See ABC web site/ Qualifications Directory					
Contribution to Threshold	See ABC Qualifications Directory					
ASL Option	N/A					
FLT Progression Pathways	Entry 3					
Type of Funding Available	See LAD (Learning Aims Database)					
Minimum Qualification Fee	See ABC web site for current fees and charges					
Unit Fee	Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.					
Additional Information	Learners who have successfully completed units from ABC's NQF language qualifications may be considered for exemption for QCF qualifications.					

Unit Details

Unit Title:	A/600/3119 Reading in Tajweed
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

A/600/3119 Reading in Tajweed – 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.

Unit Title:	A/600/3122 Writing in Tajweed
Level:	Entry 3
Credit Value:	3
Guided Learning Hours:	30
Unit Summary	Learners will learn how to write basic short phrases and sentences on familiar topics. They will demonstrate their ability to do this by composing lists and basic messages on familiar topics in the target language. Written work produced by learners does not have to be handwritten
Learning Outcomes (1 to 2) <i>The learner will:</i>	Assessment Criteria (1.1 to 2.1) <i>The learner can:</i>
1. Be able to produce a simple list of items on familiar topics	1.1 Write a simple list of a minimum of 7 items in the target language from a specific topic without the use of a dictionary / glossary
2. Be able to write a basic short message or note in the target language	2.1 Write a basic message or note conveying at least one piece of information and one question demonstrating <ul style="list-style-type: none"> • the use of formal and informal language as appropriate • simplest ways of expressing the present tense/timeframe • correct use of basic sentence structures • correct use of basic question forms using a dictionary / glossary if required
Links to National Occupational Standards National Language Standards 2004: WE.1 (1-4) Common European Framework: A1 Writing, A2 Writing	

SUPPORTING UNIT INFORMATION

A/600/3122 Writing in Tajweed – Entry 3

INDICATIVE CONTENT

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

- the distinction between formal and informal language if appropriate
- a range of common items of vocabulary and at least one basic negative structure
- some basic connectors (e.g. and, but, also)
- questions requiring a yes / no answer and those requiring basic information in prescribed contexts
- a basic knowledge of simple grammar rules
- a basic knowledge of frequently used verbs and simple structures to express the present tense/timeframe
- how to express likes and dislikes
- recognition and use of simple written forms and conventions
- using a basic bilingual dictionary, glossary or phrase book

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.

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ADDITIONAL INFORMATION

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Unit Title:	J/600/3124 Reading and Written Response in Tajweed
Level:	Entry 3
Credit Value:	3
Guided Learning Hours:	30
Unit Summary	Learners will understand simple messages or questions or requests for information to produce a basic written target language response on familiar topics. Written work does not need to be handwritten
Learning Outcomes (1 to 1) <i>The learner will:</i>	Assessment Criteria (1.1 to 1.1) <i>The learner can:</i>
1. Be able to read and respond to simple written material in the target language	1.1 Write a basic short response in the target language to simple written questions or requests for information or a message which include the following as required by the context <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); WE.1 (1-4) Common European Framework: A1 Reading, A2 Reading, A1 Writing, A2 Writing	

SUPPORTING UNIT INFORMATION

J/600/3124 Reading and Written Response in Tajweed – 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
- recognising questions, both those requiring a yes / no answer and those requiring basic information, in prescribed contexts
- basic numerical data
- the basic rules of grammar to recognise words and simple phrases
- present tense/timeframe with frequently used verbs / structures
- simple structures to express like / dislike
- recognition and use of simple written forms / conventions of the target language
- using a simple dictionary / glossary / phrase book (target language>English; English>target language)

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.

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