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**ENTRY 2 AND ENTRY 3  
AWARDS AND CERTIFICATE  
IN  
TURKISH**

**QUALIFICATIONS GUIDANCE**

**Document should be used in conjunction with the User Guide**

## **The following qualifications are available in Turkish**

**Entry 2 Award in Speaking and Listening** – single unit

**Entry 2 Award in Reading and Writing** – single unit

**Entry 3 Award in Speaking and Listening** – 3 units Speaking / Listening / Dialogue

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

**Entry 3 Certificate in Practical Turkish** - 6 units Speaking / Listening / Dialogue / Reading / Writing/Reading and Written Response

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## Qualification Summary

### ABC Qualifications in Turkish

There are Awards at Entry Level 2

There are Awards and a Certificate at Entry Level 3

<b>Qualifications</b>	
<b>Non Roman Script</b>	
<b>Awards and Certificate in Turkish</b>	
Entry 2 Award in Speaking and Listening in Turkish [500/7059/9]	
Entry 2 Award in Reading and Writing in Turkish [500/7054/X]	
Entry 3 Award in Speaking and Listening in Turkish [500/7057/5]	
Entry 3 Award in Reading and Writing in Turkish [500/7052/6]	
Entry 3 Certificate in Practical Turkish [500/7053/8]	
Numbers in box brackets indicate Qualification Ref numbers	
<b>Assessment</b>	Internal assessment, internal and external moderation
<b>Grading</b>	Pass
<b>Accreditation Start Date</b>	01/08/2009
<b>Accreditation End Date</b>	31/08/2013
<b>Certification End Date</b>	Entry 2, Entry 3 – 31/08/2014
<b>ABC Sector</b>	Languages
<b>QCA Tier 2 Sector</b>	12.2
<b>Support</b>	CILT
<b>ABC Administering Office</b>	Nottingham

## Entry Level 2 and Entry Level 3 Awards in Turkish

Rules of Combination: Non Roman Scripts

Entry Level 2 Award in Speaking and Listening - learners must achieve a minimum of 2 credits

Entry Level 2 Award in Reading and Writing - learners must achieve a minimum of 3 credits

Entry Level 3 Award in Speaking and Listening - learners must achieve a minimum of 7 credits

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.
<b>Non Roman Script</b>				
<b>Turkish</b>				
<b>Entry Level 2 Award in Speaking and Listening in Turkish</b>				
Speaking and Listening in Turkish [R/600/3126]	E2	2	20	5
<b>Entry Level 2 Award in Reading and Writing in Turkish</b>				
Reading and Writing in Turkish [Y/600/3127]	E2	3	30	9
<b>Entry Level 3 Award in Speaking and Listening in Turkish</b>				
Speaking in Turkish [D/600/3128]	E3	2	20	12
Listening in Turkish [H/600/3129]	E3	2	20	15
Dialogue in Turkish [Y/600/3130]	E3	3	30	18
<b>Entry Level 3 Award in Reading and Writing in Turkish</b>				
Reading in Turkish [D/600/3131]	E3	3	30	21
Writing in Turkish [H/600/3132]	E3	3	30	24
Reading and Written Response in Turkish [K/600/3133]	E3	3	30	27

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

<b>Entry Requirements</b>	No formal entry requirements					
<b>Section 96/97</b>	<b>Pre 16</b>	<b>Ü</b>	<b>16 – 18</b>	<b>Ü</b>	<b>19 +</b>	<b>Ü</b>
<b>LSC Qualification Code</b>	Entry 2 Award in Speaking and Listening in Turkish - 50070599 Entry 2 Award in Reading and Writing in Turkish - 5007054X Entry 3 Award in Speaking and Listening in Turkish - 50070575 Entry 3 Award in Reading and Writing in Turkish - 50070526					
<b>Recommended GLH</b>	Entry 2 Award in Speaking and Listening in Turkish - 20 Entry 2 Award in Reading and Writing in Turkish - 30 Entry 3 Award in Speaking and Listening in Turkish - 70 Entry 3 Award in Reading and Writing in Turkish - 90					
<b>Points Score</b>	See ABC web site/ Qualifications Directory					
<b>Contribution to Threshold</b>	See ABC Qualifications Directory					
<b>ASL Option</b>	N/A					
<b>FLT Progression Pathways</b>	Entry 2, Entry 3					
<b>Type of Funding Available</b>	See LAD (Learning Aims Database)					

<b>Minimum Qualification Fee</b>	See ABC web site for current fees and charges
<b>Unit Fee</b>	Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.
<b>Additional Information</b>	Learners who have successfully completed units from ABC's NQF language qualifications may be considered for exemption for QCF qualifications.

### Entry Level 3 Certificate in Practical Turkish

Rules of Combination: Non Roman Scripts

Entry Level 3 Certificate in Practical Turkish - learners must achieve a minimum of 16 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.
<b>Non Roman Script</b>				
<b>Turkish</b>				
<b>Entry Level 3 Certificate in Practical Turkish</b>				
Speaking in Turkish [D/600/3128]	E3	2	20	12
Listening in Turkish [H/600/3129]	E3	2	20	15
Dialogue in Turkish [Y/600/3130]	E3	3	30	18
Reading in Turkish [D/600/3131]	E3	3	30	21
Writing in Turkish [H/600/3132]	E3	3	30	24
Reading and Written Response in Turkish [K/600/3133]	E3	3	30	27

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

<b>Entry Requirements</b>	No formal entry requirements					
<b>Section 96/97</b>	<b>Pre 16</b>	<b>ü</b>	<b>16 – 18</b>	<b>ü</b>	<b>19 +</b>	<b>ü</b>
<b>LSC Qualification Code</b>	Entry 3 Certificate in Practical Turkish - 50070538					
<b>Recommended GLH</b>	Entry 3 Certificate in Practical Turkish - 160					
<b>Points Score</b>	See ABC web site/ Qualifications Directory					
<b>Contribution to Threshold</b>	See ABC Qualifications Directory					
<b>ASL Option</b>	N/A					
<b>FLT Progression Pathways</b>	Entry 3					
<b>Type of Funding Available</b>	See LAD (Learning Aims Database)					
<b>Minimum Qualification Fee</b>	See ABC web site for current fees and charges					
<b>Unit Fee</b>	Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.					
<b>Additional Information</b>	Learners who have successfully completed units from ABC's NQF language qualifications may be considered for exemption for QCF qualifications.					

## Unit Details

<b>Unit Title</b>	<b>R/600/3126 Speaking and Listening in Turkish</b>
<b>Level</b>	<b>Entry 2</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	Learners will be able to understand and use basic words and phrases in familiar situations. They will be able to take part in simple interactions, applying the basic rules of pronunciation and employing appropriate and commonly used conventions. They will begin to develop an awareness of the cultural conventions in the target language
<b>Learning Outcomes (1 to 3)</b> <i>The learner will:</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can:</i>
<b>1.</b> Be able to form basic phrases in the target language	<b>1.1</b> Speak at least 4 basic phrases relating to familiar events to include the following as required by the context <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary / set phrases</li> <li>• a limited range of basic questions</li> <li>• basic link words in everyday use</li> <li>• basic numbers (at least 1–20)</li> <li>• pronunciation that is sufficient to be understood</li> </ul>
<b>2.</b> Be able to recognise basic words / short phrases expressed orally in the target language	<b>2.1</b> Demonstrate understanding of at least 5 basic words and/or key phrases relating to familiar events expressed orally to include the following as required by the context <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• a limited range of basic positive and negative question forms</li> <li>• basic link words in everyday use</li> <li>• basic numbers (at least 1–20)</li> </ul>
<b>3.</b> Be able to take part in a simple interaction in the target language	<b>3.1</b> Maintain communication during a simple interaction about familiar events with a minimum of 10 phrases (at least 4 from the learner) to include the following as required by the context <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary and set phrases</li> <li>• appropriate and commonly used conventions such as greetings and common courtesies</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• a limited range of basic questions</li> <li>• basic link words in everyday use</li> </ul>

	<ul style="list-style-type: none"><li>• basic numbers (at least 1–20)</li><li>• pronunciation that is sufficient to be understood</li></ul>
<p><b>Links to National Occupational Standards</b> National Language Standards 2004: SE.1 (1-3); SE.2 (1), LE.1 (1-4), LE.2 (1-3) Common European Framework: A1 Spoken Interaction, A1 Spoken Production, A1 Listening</p>	

# SUPPORTING UNIT INFORMATION

## R/600/3126 Speaking and Listening in Turkish – Entry 2

### INDICATIVE CONTENT

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

- basic common phrases and items of vocabulary both international and country specific
- the range of sounds required in the spoken language
- common courtesies such as pardon, sorry, please, thank you, can you help
- appropriate and commonly used conventions in the target language
- simple agreement/disagreement e.g. yes/no, statements of fact e.g. there/here is, I would like and simple interrogatives e.g. how much? Have you?
- simplest ways of expressing the present tense/timeframe
- basic positive and negative structures
- link words in everyday use
- basic numerical data

### 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](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

<b>Unit Title:</b>	<b>Y/600/3127 Reading and Writing in Turkish</b>
<b>Level:</b>	<b>Entry 2</b>
<b>Credit Value:</b>	<b>3</b>
<b>Guided Learning Hours:</b>	<b>30</b>
<b>Unit Summary</b>	Learners will understand and write basic words / characters and phrases on familiar subjects in the target language. Learners will demonstrate an understanding of the conventions related to the target language script. Written work does not need to be handwritten
<b>Learning Outcomes (1 to 3)</b> <i>The learner will:</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can:</i>
<b>1.</b> Be able to understand basic written words and key phrases on familiar subjects in the target language	<b>1.1</b> Read 5 words / short phrases in everyday use in the target language and express the meaning in English using a simple dictionary / glossary if required
<b>2.</b> Be able to use a simple dictionary / glossary	<b>2.1</b> Use a simple dictionary / glossary to translate a list of 5 new words / short phrases into the target language
<b>3.</b> Be able to recognise and respond in writing to basic written requests in the target language	<b>3.1</b> Respond in writing in the target language to written requests for basic information given in the target language using <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary/set phrases</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• basic link words in everyday use</li> <li>• basic numbers (at least 1–20)</li> <li>• basic principles of language and script</li> </ul>
<b>Links to National Occupational Standards</b> National Language Standards 2004: RE.1 (1-4); WE.1 (1-2) Common European Framework: A1 Reading, A1 Writing	

# SUPPORTING UNIT INFORMATION

## Y/600/3127 Reading and Writing in Turkish – Entry 2

### INDICATIVE CONTENT

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

- basic common phrases and items of vocabulary both international and country specific
- the direction of the script
- the type of script (Latin, consonant based, syllabic, ideographic)
- the role of elements such as accents, umlauts, short vowels, character strokes
- the basic principles of spelling / tone differences (e.g. silent consonants in French, the use of capital letters in German, short vowels in Turkish, tone differences and light tone in Mandarin) and how these correspond to sound
- how to link words together to create short phrases e.g. and
- basic numerical data
- simplest ways of expressing the present tense/timeframe

### 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](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

<b>Unit Title:</b>	<b>D/600/3128 Speaking in Turkish</b>
<b>Level:</b>	<b>Entry 3</b>
<b>Credit Value:</b>	<b>2</b>
<b>Guided Learning Hours:</b>	<b>20</b>
<b>Unit Summary</b>	Learners will be able to use basic words and key phrases in familiar situations in the target language and ask simple questions
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will:</i></b>	<b>Assessment Criteria (1.1 to 2.1)</b> <b><i>The learner can:</i></b>
<b>1.</b> Be able to express basic words and short phrases	<b>1.1</b> Generate at least 4 phrases relating to familiar events to include the following <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary / set phrases including 1 negative</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• basic link words in everyday use</li> <li>• pronunciation that is sufficient to be understood</li> </ul> and the following as appropriate to the context <ul style="list-style-type: none"> <li>• basic numbers (at least 1–1000)</li> </ul>
<b>2.</b> Be able to express short and simple questions	<b>2.1</b> Generate at least 6 short and simple questions to receive a yes/no response and obtain information using <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary / set phrases</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• a limited range of basic questions</li> <li>• basic link words in everyday use</li> <li>• pronunciation that is sufficient to be understood</li> </ul> and the following as appropriate to the context <ul style="list-style-type: none"> <li>• basic numbers (at least 1–1000)</li> </ul>
<b>Links to National Occupational Standards</b> National Language Standards 2004: SE.1 (1-3); SE.2 (1-3) Common European Framework: A1 Spoken Interaction, A1 Spoken Production	

# SUPPORTING UNIT INFORMATION

## D/600/3128 Speaking in Turkish – Entry 3

### INDICATIVE CONTENT

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

- formal and informal language if appropriate
- a range of common items of vocabulary and at least one negative structure
- words used to link ideas e.g. and, but, also
- how to ask questions both those requiring a yes / no answer and those requiring basic information in prescribed contexts
- the basic rules of pronunciation and pronounce words and simple phrases accurately enough not to impair communication
- simple structures to express like / dislike
- present tense/timeframe with frequently used verbs / structures
- basic numerical data

### 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](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

<b>Unit Title:</b>	<b>H/600/3129 Listening in Turkish</b>
<b>Level:</b>	<b>Entry 3</b>
<b>Credit Value:</b>	<b>2</b>
<b>Guided Learning Hours:</b>	<b>20</b>
<b>Unit Summary</b>	Learners will be able to listen to and understand basic words and key phrases in familiar situations and listen to and extract specific details from a target language passage
<b>Learning Outcomes (1 to 2)</b> <i>The learner will:</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can:</i>
<b>1.</b> Be able to recognise and understand basic words and short phrases	<p><b>1.1</b> Listen to at least 8 phrases in the target language which include the following</p> <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• a positive and a negative statement</li> </ul> <p>and the following as appropriate to the context</p> <ul style="list-style-type: none"> <li>• simple structures of agreement and disagreement</li> <li>• expressions of like / dislike</li> <li>• simple numbers</li> </ul> <p><b>1.2</b> Answer in English a minimum of 3 questions related to the above</p>
<b>2.</b> Be able to listen to and extract specific details from given material	<p><b>2.1</b> Listen to a short passage in the target language which includes the following</p> <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• basic numbers (within the range 1–1000)</li> <li>• commonly used positive and negative forms</li> <li>• basic link words in everyday use</li> </ul> <p><b>2.2</b> Note in English at least 5 specific details from the above passage</p>
<p><b>Links to National Occupational Standards</b>  National Language Standards 2004: LE.1 (1-4), LE.2 (1-3, 5)  Common European Framework: A1 Listening</p>	

# SUPPORTING UNIT INFORMATION

## H/600/3129 Listening in Turkish – Entry 3

### INDICATIVE CONTENT

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

- present tense/timeframe with frequently used verbs / structures and a range of common items of vocabulary and phrases within the prescribed contexts
- at least one negative structure e.g. not; never
- simple agreement / disagreement e.g. ok, fine, that's good, not ok
- simple structures to express like / dislike e.g. like/don't like, adore/detest, love/hate
- questions requiring a yes / no answer e.g. do you have..? Is it..? Can I..?
- questions requiring basic information e.g. Where is/are..? What is/are..?  
How do I..? Which..? When..? What time..?
- words used to link ideas e.g. and, but, also
- the use of formal and informal language if appropriate
- simple numerical data

### 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](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

<b>Unit Title:</b>	<b>Y/600/3130 Dialogue in Turkish</b>
<b>Level:</b>	<b>Entry 3</b>
<b>Credit Value:</b>	<b>3</b>
<b>Guided Learning Hours:</b>	<b>30</b>
<b>Unit Summary</b>	Learners will be able to understand and use simple phrases and questions to exchange information in familiar situations in the target language
<b>Learning Outcomes (1 to 1)</b> <i>The learner will:</i>	<b>Assessment Criteria (1.1 to 1.1)</b> <i>The learner can:</i>
<b>1.</b> Be able to take part in a simple dialogue	<b>1.1</b> Participate in a dialogue with a minimum of 12 simple phrases (the learner must contribute a minimum of 6 utterances) to include the following <ul style="list-style-type: none"> <li>• a limited range of everyday vocabulary</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• one question from the learner</li> <li>• an appropriate response to an unknown question</li> </ul> and the following as appropriate to the context <ul style="list-style-type: none"> <li>• basic numbers (within the range 1–1000)</li> <li>• commonly used positive and negative forms</li> <li>• basic link words in everyday use</li> <li>• strategies to aid understanding</li> <li>• expressions of like / dislike</li> </ul>
<b>Links to National Occupational Standards</b> National Language Standards 2004: SE.1 (1-3); SE.2 (1-3), LE.1 (1-4), LE.2 (1-3, 5) Common European Framework: A1 Spoken Interaction, A1 Spoken Production, A1 Listening, A2 Spoken Interaction, A2 Listening	

# SUPPORTING UNIT INFORMATION

## Y/600/3130 Dialogue in Turkish – Entry 3

### INDICATIVE CONTENT

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

- the importance of non-verbal communication
- phrases such as please repeat, slowly please, I don't understand
- formal and informal language if appropriate
- a range of common items of vocabulary and at least one negative structure
- words used to link ideas e.g. and, but, also
- questions, both those requiring a yes / no answer and those requiring basic information, in prescribed contexts
- the basic rules of pronunciation to recognise words and simple phrases
- simple structures to express like / dislike
- present tense/timeframe with frequently used verbs / structures
- simple numerical data

### 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](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

<b>Unit Title:</b>	<b>D/600/3131 Reading in Turkish</b>
<b>Level:</b>	<b>Entry 3</b>
<b>Credit Value:</b>	<b>3</b>
<b>Guided Learning Hours:</b>	<b>30</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will:</i></b>	<b>Assessment Criteria (1.1 to 3.1)</b> <b><i>The learner can:</i></b>
<b>1.</b> Be able to recognise basic written signs in the target language	<b>1.1</b> Read and respond in English to 10 signs given in the target language without using a dictionary / glossary
<b>2.</b> Understand basic instructions /information in the target language	<b>2.1</b> Read and respond in English to instructions / items of information given in the target language without using a dictionary / glossary
<b>3.</b> Understand a text in the target language consisting of vocabulary in everyday use	<b>3.1</b> 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"> <li>• a limited range of everyday vocabulary</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• a limited range of basic questions</li> <li>• commonly used positive and negative forms</li> <li>• basic link words in everyday use</li> <li>• basic numerical data (within the range 1–1000)</li> </ul>
<b>Links to National Occupational Standards</b> National Language Standards 2004: RE.1 (1-4, 6) Common European Framework: A1 Reading, A2 Reading	

# SUPPORTING UNIT INFORMATION

## D/600/3131 Reading in Turkish – 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](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

<b>Unit Title:</b>	<b>H/600/3132 Writing in Turkish</b>
<b>Level:</b>	<b>Entry 3</b>
<b>Credit Value:</b>	<b>3</b>
<b>Guided Learning Hours:</b>	<b>30</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 2)</b> <i>The learner will:</i>	<b>Assessment Criteria (1.1 to 2.1)</b> <i>The learner can:</i>
<b>1.</b> Be able to produce a simple list of items on familiar topics	<b>1.1</b> 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
<b>2.</b> Be able to write a basic short message or note in the target language	<b>2.1</b> Write a basic message or note conveying at least one piece of information and one question demonstrating <ul style="list-style-type: none"> <li>• the use of formal and informal language as appropriate</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• correct use of basic sentence structures</li> <li>• correct use of basic question forms</li> </ul> using a dictionary / glossary if required
<b>Links to National Occupational Standards</b> National Language Standards 2004: WE.1 (1-4) Common European Framework: A1 Writing, A2 Writing	

# SUPPORTING UNIT INFORMATION

## H/600/3132 Writing in Turkish – 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.

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](http://www.abcawards.co.uk).

Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).

<b>Unit Title:</b>	<b>K/600/3133 Reading and Written Response in Turkish</b>
<b>Level:</b>	<b>Entry 3</b>
<b>Credit Value:</b>	<b>3</b>
<b>Guided Learning Hours:</b>	<b>30</b>
<b>Unit Summary</b>	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
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will:</i></b>	<b>Assessment Criteria (1.1 to 1.1)</b> <b><i>The learner can:</i></b>
<b>1.</b> Be able to read and respond to simple written material in the target language	<b>1.1</b> 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"> <li>• a limited range of everyday vocabulary</li> <li>• simplest ways of expressing the present tense/timeframe</li> <li>• a limited range of basic questions</li> <li>• commonly used positive and negative forms</li> <li>• basic link words in everyday use</li> <li>• basic numerical data (within the range 1–1000)</li> </ul>
<b>Links to National Occupational Standards</b> 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

## K/600/3133 Reading and Written Response in Turkish – 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.

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
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Additional guidance on assessment tasks for this unit can be found on the ABC web site [www.abcawards.co.uk](http://www.abcawards.co.uk).