

# 4748-02

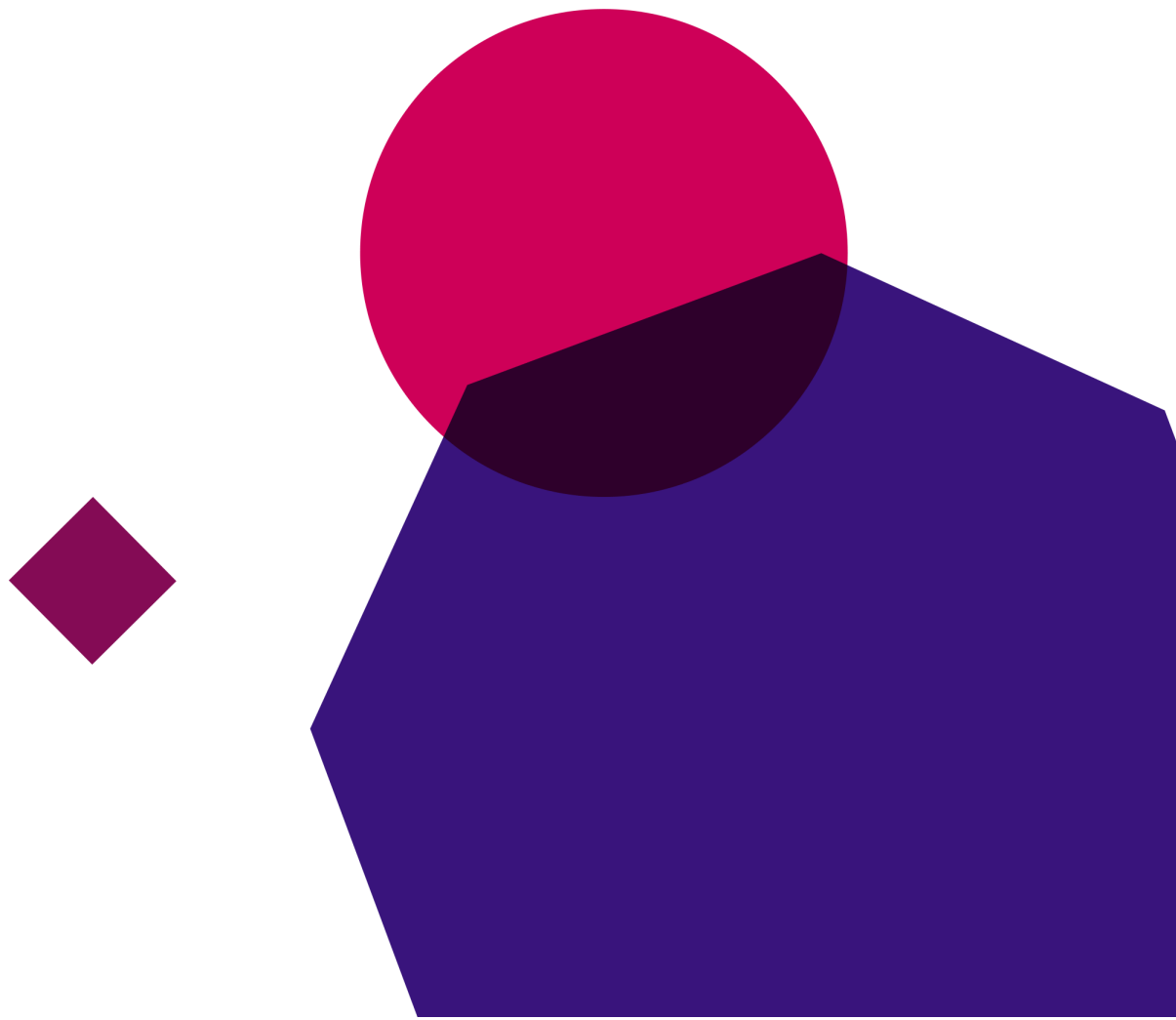
## City & Guilds

### Level 1 and 2

### Functional Skills English

## Qualification Handbook

September 2019  
Version 1.0



## Document change history

Changes to specific sections of the document are listed below.

Changes for **September 2019** (version 1.0)

Page	Section	Change
9	Resource Requirements	Information added to clarify requirements for centre staff taking City & Guilds qualifications.
11	Examination administration	Information updated on ensuring candidates do not see the same paper twice.
31	Performance feedback	Content updated.

## Qualifications at a glance

Industry area	Skills for Work and Life
City & Guilds number	4748-02
Age group approved	All ages
Entry requirements	None
Assessment	<p>Three components</p> <p>Speaking, Listening and Communicating: internally marked and quality assured by the centre and subject to external quality assurance from City &amp; Guilds;</p> <p>Reading - externally set and marked by City &amp; Guilds;</p> <p>Writing - externally set and marked by City &amp; Guilds.</p>
TQT	<p>GLH 55 hours</p> <p>L1 TQT 66 hours</p> <p>L2 TQT 66 hours</p>
Grading	Pass/fail
Approvals	<p>Centres currently approved to deliver the 3748 suite of Functional Skills qualifications may apply for fast-track approval on the 4748. Centres that do not have approval for 3748 should apply for the 4748 qualifications via a Qualification Approval Application (QAP).</p> <p>Please note all centres must complete a self-assessment form and assessment site log.</p>
Registration and certification	Consult the Walled Garden/Online Catalogue for more information ( <a href="http://www.walled-garden.com">www.walled-garden.com</a> )

Title and level	Size (GLH)	TQT	City & Guilds number	Qualification number
City & Guilds Functional Skills Qualification in English at Level 1	55	66	4748-02	603/4646/2
City & Guilds Functional Skills Qualification in English at Level 2	55	66	4748-02	603/4647/4

# Contents

Document change history	2
Qualifications at a glance	3
Contents	4
1 Introduction	5
2 Centre requirements	8
3 Delivering the qualifications	10
4 Administration	12
5 Assessment	16
6 Performance feedback	31
7 Access and Inclusion	32
Appendix 1 Sources of general information	36
Appendix 2 Useful contacts	37
Appendix 3 Summary of examination requirements	38

# 1 Introduction

## What are the qualifications about?

These qualifications have been designed to meet the content, conditions and requirements set out by the Department for Education (DfE) and Ofqual in the following publications,

- Subject content for functional skills: English, Ref: DFE-00047-2018
- Functional Skills English Conditions and Requirements July 2018, Ref: Ofqual/18/6385/4
- Functional Skills English Guidance June 2018, Ref: Ofqual/18/6385/5

This handbook **must** be read in conjunction with the document Functional Skills 4748 English and Mathematics Level 1 and 2: Instructions for Conducting Examinations.

Area	Description
Who are the qualifications for?	These qualifications are for learners of all ages. They are suitable for adults and young people across a wide range of settings, including those on apprenticeships. Note these qualifications are only available to centres and learners in England.
What do the qualifications cover?	<p>These qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. Learners will be assessed on their underpinning knowledge as well as their ability to apply this in different contexts.</p> <p>Studying Functional Skills qualifications in English at Level 1 and 2 will help learners to gain confidence and fluency in, and a positive attitude towards, English.</p> <p>Learners will be able to demonstrate their competence in English by using it in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills.</p> <p>Learners must be able to demonstrate their competence across three Components, Reading; Writing; Speaking, Listening and Communicating. All three must be achieved at the same level.</p>
What opportunities for progression are there?	<p>Learners who achieve the qualification at Level 1 may progress to Functional Skills English at Level 2 or may go on to study other qualifications in English.</p> <p>The Level 2 qualification should provide a foundation for progression into employment or further technical education and develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the Government's accountability systems.</p>
Who did we develop the qualifications with?	These qualifications have been developed in collaboration with employers, training providers, teachers and a range of subject matter experts.

## Qualification purpose

These are qualifications for work, study and life. Achievement of these qualifications demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply these skills effectively to a range of purposes in the workplace and in other real life situations.

## Qualification structure

The table below shows the qualification structure and component numbers for each level:

Qualification title	Component number	Component title
City & Guilds Functional Skills Qualification in English at Level 1	4748-210 (paper) <i>or</i> 4748-110 (e-volve)	Functional English Reading at Level 1
	4748-211 (paper) <i>or</i> 4748-111 (e-volve)	Functional English Writing at Level 1
	4748-012	Functional English Speaking, listening and communicating at Level 1
City & Guilds Functional Skills Qualification in English at Level 2	4748-213 (paper) <i>or</i> 4748-113 (e-volve)	Functional English Reading at Level 2
	4748-214 (paper) <i>or</i> 4748-114 (e-volve)	Functional English Writing at Level 2
	4748-015	Functional English Speaking, listening and communicating at Level 2

## Learner entry requirements

There are no entry requirements for these qualifications and no formal age restrictions.

## Requirements for certification

Candidates who meet the criteria to be awarded a 'Pass' in all three components at the same level (Reading, Writing and Speaking, Listening and Communicating) will receive a qualification certificate. Learners who do not meet the criteria to be awarded a Pass for any component will be issued with a 'Fail' for that component.

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

	GLH	TQT
Functional Skills qualification in English at Level 1	55	66
Functional Skills qualification in English at Level 2	55	66

## Carrying forward component marks (including from other awarding organisations)

Learners are permitted to carry forward one or more component results from a previous attempt at a Functional Skills qualification in English by City & Guilds or a different awarding organisation. This includes circumstances in which a Learner has not previously attempted all three components. The component(s) carried over must be at the same level and awarded in line with the Subject Level Conditions applicable to those registered from September 2019.

The process of checking and claiming must be overseen by the Centre Contact and monitored as part of the centre's Internal Quality Assurance (IQA) processes. For further information about what these involve, please see the section 'Quality Assurance'. Learners must be registered with City & Guilds as a Functional Skills English candidate, and must achieve at least one of the three Functional Skills English assessment components with City & Guilds.

Any assessment components submitted under these arrangements must be checked and signed off by the Internal Quality Assurer (IQA) and an audit trail must be available. Each component must be evidenced by an official results statement (paper or electronic) originating from the issuing awarding organisation and indicating details of the:

- learner – ideally this should include the Unique Learner Number (ULN)
- awarding organisation
- component, level and when it was awarded.

It is not necessary to send in this evidence to City & Guilds, although it must be retained in an auditable form so that it can be available for sampling as part of External Quality Assurance monitoring. Once entitlement has been checked, the component should be submitted to City & Guilds as a Results Entry using the prior achievement modules listed on the Walled Garden Catalogue for Functional Skills English Reading at Level 1 / 2.

There is no formal time limit on the use of Functional Skills English assessment components, although a qualification certificate can only be awarded once all three components have been achieved at the same level.

## Support materials

The following resources will be available for these qualifications:

Description	How to access
Sample assessments, delivery guides and assessment preparation materials	<b>4748 Functional Skills qualifications webpage</b>
Exemplars for Speaking, Listening and Communicating to illustrate the standard expected of Learners who (a) meet the criteria for a Pass, and (b) who do not meet the criteria for a Pass.	

City & Guilds also offers a substantial range of teaching and learning resources to support the development of English in all settings. For further information about these resources, please see [cityandguilds.com/mathsandenglish](http://cityandguilds.com/mathsandenglish).

## 2 Centre requirements

### Approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the City & Guilds Centre Manual for further information.

### Resource requirements

#### Centre staffing

Staff involved in the teaching of these qualifications must:

- be personally competent in the subject being taught
- have a detailed understanding of the qualification specifications and assessment requirements
- be familiar with the guidance in the City & Guilds Centre Manual.

As stated in the City & Guilds Centre Manual, centre staff cannot undertake a City & Guilds qualification while they are teaching or assessing that qualification.

Centres must inform the Quality Delivery Teams if they wish to register a member of staff to take a Functional Skills English qualification. This **must** be done before they complete any assessments. Failure to notify City & Guilds could affect the Qualification Approval Risk status and/or may constitute malpractice.

#### Teaching qualifications and subject specialist qualifications

There is no requirement to hold any specific teaching or subject specialist qualification in order to be involved in the teaching of Functional Skills English Levels 1 and 2. Nevertheless, staff involved in any of these functions must be secure in their personal literacy skills and fully able to understand the qualification requirements. We therefore strongly recommend that centre staff work towards an appropriate subject specialist qualification if they do not already hold one.

#### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and practice remains current. This includes currency within literacy education and best practice in delivery, mentoring, training, assessment and quality assurance. Centres should also take account of any national, international policy and legislative developments.

#### Support for centres

City & Guilds supports centres in the delivery of Level 1 and 2 Functional Skills English. Further support is provided in the form of teaching and learning materials such as SmartScreen and e-Functional Skills. City & Guilds also runs network events to provide ongoing support to centre staff.



## Internal assessment – key roles

The following Components of the Functional Skills English at Level 1 and 2 are assessed **internally** through observation:

- the Speaking, Listening and Communicating Component at Level 1 and Level 2.

To meet the quality assurance requirements for these Components, the centre must ensure that each of the following roles are fulfilled:

- Head of Centre
- Centre Quality Contact
- Internal Quality Assurer (IQA)
- Internal Quality Assurer Co-ordinator (IQAC)
- Assessor(s).

Each of these roles and their associated responsibilities is defined in detail in the City & Guilds Centre Manual.

Please note Assessor/Internal Quality Assurer TAQA qualifications are recommended and valued as qualifications for centre staff, but they are not currently a requirement for these qualifications.

## External assessment

The following components of the Functional Skills English at Level 1 and 2 are assessed **externally** through written exams:

- the Reading and Writing components at Level 1
- the Reading and Writing components at Level 2.

To meet the assessment conduct requirements for these qualifications, the centre must ensure that each of the following roles are undertaken:

- Head of Centre
- Exams officer
- Invigilator(s).

These roles and all other information relating to the administration and invigilation of examinations are included in the document Functional Skills 4748 English and Mathematics Level 1 and 2: Instructions for Conducting Examinations, which must be read in conjunction with this handbook.

## 3 Delivering the qualifications

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to ensure they work towards the qualification at the appropriate level. The learner should work towards the level above that at which they are currently operating.

This process should identify if the learner has any specific learning needs and any support and guidance they may need when working towards their qualification.

We recommend that centres provide an induction programme so learners fully understand the requirements of the qualification they are working towards, their responsibilities as a learner, and the responsibilities of the centre.

### Delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification(s) before designing a course programme.

Centres should design course programmes in a way that:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification(s).

### Examination administration

There are two options available for the delivery of the externally assessed components:

- paper-based
- on-screen through e-volve

When deciding which delivery method/medium to use, centre staff should think carefully about their learners' individual needs, preferences and normal ways of working, rather than simply choosing the one that is administratively more convenient for the centre.

Both are available on demand but exam sittings must be booked in advance.

It is a requirement of the qualification that a candidate does not see the same exam version more than once. Where a candidate is entered for a resit, and they have taken all the available assessment versions, the booking will not be processed and the centre will be notified by Customer Services. The candidate can be booked on the alternative medium, e.g. a candidate who has taken all the available versions of the paper-based can be booked for an on-screen exam and vice versa.

Alternatively, the centre will be advised when a new exam version becomes available either on paper or e-volve, so that they can re-book for that candidate at that time.

As we launch the qualifications we will be operating a phased release of exam versions to allow for the awarding process to take place. This means that there will be fewer versions of the exams available and we recommend that candidates are prepared thoroughly before

being entered for an exam to reduce the risk of resit opportunities not being available. Candidates should not be entered for a resit before they have received their results.

Late entries are not permitted.

All conduct arrangements relating to the administration and invigilation of the external assessments are found in the document Functional Skills 4748 English and Mathematics Level 1 and 2: Instructions for Conducting Examinations.

## 4 Administration

There are **three** components to the Functional Skills English at both Levels 1 and 2

- Reading
- Writing
- Speaking, Listening and Communicating (SLC)

Reading and Writing are both externally assessed.

Speaking, Listening and Communicating is internally assessed and externally quality assured by City & Guilds.

### **Internal assessment (Speaking, Listening and Communicating only)**

The Speaking, Listening and Communicating assessments are internally assessed. These do not need to be booked but learners must be registered before sitting the internally assessed SLC component. Once completed, results should be claimed on the Walled Garden.

Centres must use the assessment record sheets provided by City & Guilds. The assessor guidance and recording sheets will be available on the Functional Skills qualifications webpage. The record sheets will be available as PDF and Microsoft Word documents so they can be reformatted or customised locally (without altering any of the content).

Centre staff must refer to the document Assessor Guidance for Speaking, Listening and Communicating for information on administering and marking the assessments.

Candidates should be given feedback as soon as possible after the assessment activity. The written records should be completed within 14 days and should be kept securely in the centre together with supporting evidence e.g. candidate notes; these must be kept for 3 years before being securely destroyed.

City & Guilds will provide exemplars which illustrate the difference between the standard expected of Learners who (a) meet the criteria for a Pass, and (b) who do not meet the criteria for a Pass. These will be available on the Functional Skills qualifications webpage in September 2019.

### **Quality Assurance of internally assessed components (Speaking, Listening and Communicating only)**

All Speaking, Listening and Communicating assessments must be supervised by the Assessor or another responsible member of staff. If the Assessor cannot observe the assessment as it is taking place (either in person or remotely) there must be an appropriate video recording on which assessment decisions can be based (please see the **City & Guilds Centre Manual** for more information on video evidence).

The Speaking, Listening and Communicating assessments at levels 1 and 2 are subject to both the Internal and External Quality Assurance (IQA/EQA) process. The IQA must be carried out by the Centre and the External Quality Assurance will be carried out by City & Guilds.

The purpose of the IQA process is to affirm the correctness and consistency of assessment decisions. In practice, the nature of any standardisation/sampling activity associated with these assessments will need to focus especially on

- ensuring criteria are applied correctly; and
- ensuring that assessments take place under the required conditions.

City & Guilds will undertake external quality assurance activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds will undertake the following external quality assurance activity annually for the SLC Component:

- Scrutiny of marking of the assessments by each centre.

This will be achieved by:

- observations of live assessments being undertaken, as part of monitoring visits and
- reviews of evidence (for example, video recordings) of Learner performance in assessments.

Where a live observation of assessment is not made available to the EQA on the day of their visit, Direct Claims Status (DCS) cannot be given or maintained by the centre.

City & Guilds will undertake the following external quality assurance activity at least every three years for the SLC Component:

- Scrutiny of centre processes and controls for
  - i) ensuring it undertakes the delivery and marking of assessments for the SLC Component consistently, appropriate and in line with the our guidance
  - ii) the standardisation of marking between assessors at that centre.

This will be achieved by:

- reviews of relevant centre documentation,
- interviews with key centre staff with responsibility for the delivery and marking (including standardisation) of assessments,
- observation (whether as part of in-person monitoring visits to a centre or remotely) of assessments being undertaken, marking and standardisation of assessors.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make secure arrangements to receive, check and keep assessment material secure at all times, maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

The full quality assurance process is described in the **City & Guilds Centre Manual** and **Our Quality Assurance Requirements**.

## External assessment (Reading and Writing)

The Reading and Writing components are both externally set and externally marked.

There are two options available for the delivery of the exams:

- paper-based
- on-screen through e-volve

When deciding which delivery method/medium to use, centre staff should think carefully about their learners' individual needs, preferences and normal ways of working.

Both are available on demand but exam sittings must be booked in advance.

It is a requirement of the qualification that a candidate does not see the same exam version more than once. Where a candidate is entered for a resit, and they have taken all the available assessment versions, the booking will not be processed and the centre will be notified.

No late entries are permitted.

All conduct arrangements relating to the administration and invigilation of the external assessments are found in the document Functional Skills 4748 English and Mathematics Level 1 and 2: Instructions for Conducting Examinations.

## Results processing of external assessments

Under usual circumstances results are processed and issued within 20 working days after the completed work has been received by City & Guilds.

Please be aware that as new assessment versions are introduced ALL candidate results for those versions will be held until we have received a representative sample of completed exam scripts and completed an analysis of the live results to ensure that the pass boundary is set correctly. This is an important step to ensure that the pass mark set is a fair and accurate reflection of the pass standard.

As a result of this, there may be an impact on our ability to issue results within our standard 20 working-day turnaround. Whilst we will do everything we can to issue results promptly and within 20 working-days, please be aware that results may take up to 32 working days.

If you have any specific queries please contact [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com) for further information.

## Enquiries about results

The services available for enquiries about results include a review of marking and feedback report. Requests must be submitted within the specified period after the publication of results for individual assessments. For further details of enquiries about results services, please visit the **Appeals** section of the City & Guilds website.

## Malpractice

Please refer to the City & Guilds guidance document **Managing cases of suspected malpractice in examinations and assessments**. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document **Managing cases of suspected malpractice in examinations and assessments**.

## 5 Assessment

### Assessment model

The qualifications at Levels 1 and 2 are made up of three assessment components:

- Reading - externally set and externally marked by City & Guilds
- Writing - externally set and externally marked by City & Guilds
- Speaking, Listening and Communicating - externally set by City & Guilds, internally marked and quality assured by the centre; externally quality assured by City & Guilds.

**Both** the internal and external assessments:

- are summative and must take place under 'supervised' conditions
- are time-bound
- must be presented to candidates unseen, without prior knowledge of the topics/questions
- must be **entirely** candidates' own unaided work.

Each component of Functional Skills English can be completed consecutively or at different times.

All three components **must** be achieved at the same level to gain the qualification.

### Availability

Reading and Writing components at Levels 1 and 2:

- No fixed assessment dates. The assessments are on demand but must be ordered from City & Guilds in advance.

There are two options available for the delivery of the assessments:

- paper-based (at least 14 days' notice needed)
- on-screen (at least 30 minutes notice needed)

Speaking, Listening and Communicating components at Levels 1 and 2:

- No fixed assessment dates. Centres can conduct the assessments at any time after learners have been registered as candidates for the qualification.

It is a requirement of the qualification that a candidate does not see the same assessment more than once. Where a candidate is entered for a resit in either Reading or Writing at Level 1 and 2 and they have already taken all available assessment versions, the booking will not be processed, and the centre will be notified.

No late entries are permitted.

### Assessment conditions

These assessments must be conducted in line with the conditions specified in the document Functional Skills 4748 English and Mathematics Level 1 and 2: Instructions for Conducting Examinations.



## Learning aims and outcomes

Functional Skills English qualifications at levels 1 and 2 indicate that learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. They should be able to:

- Listen, understand and make relevant contributions to discussions with others in a range of contexts;
- Apply their understanding of language to adapt delivery and content to suit audience and purpose;
- Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing;
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling punctuation and grammar; and
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Learners should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.

A key aspect of developing knowledge and skills in English, at Level 1 and Level 2, is to be able to communicate with confidence, effectiveness and with an increasing level of independence.

## Subject Content Level 1

### Speaking, Listening and Communicating

#### Scope of study

Text: this should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.

1. Identify relevant information and lines of argument in explanations or presentations
2. Make requests and ask relevant questions to obtain specific information in different contexts
3. Respond effectively to detailed questions
4. Communicate information, ideas and opinions clearly and accurately on a range of topics
5. Express opinions and arguments and support them with evidence
6. Follow and understand discussions and make contributions relevant to the situation and the subject
7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection

### Reading

#### Scope of study

Text: this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

9. Identify and understand the main points, ideas and details in texts
10. Compare information, ideas and opinions in different texts
11. Identify meanings in texts and distinguish between fact and opinion
12. Recognise that language and other textual features can be varied to suit different audiences and purposes
13. Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
14. Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
15. Infer from images meanings not explicit in the accompanying text
16. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)
17. Read and understand a range of specialist words in context
18. Use knowledge of punctuation to aid understanding of straightforward texts

## Writing

### Scope of study

Text: this should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.

### Spelling, punctuation and grammar

19. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)
20. Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
21. Spell words used most often in work, study and daily life, including specialist words

### Writing composition

22. Communicate information, ideas and opinions clearly, coherently and accurately
23. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
24. Use format, structure and language appropriate for audience and purpose
25. Write consistently and accurately in complex sentences, using paragraphs where appropriate

## Subject Content Level 2

### Speaking, Listening and Communicating

#### Scope of study

Text: this should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.

1. Identify relevant information from extended explanations or presentations
2. Follow narratives and lines of argument
3. Respond effectively to detailed or extended questions and feedback
4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
6. Express opinions and arguments and support them with relevant and persuasive evidence
7. Use language that is effective, accurate and appropriate to context and situation
8. Make relevant and constructive contributions to move discussion forward
9. Adapt contributions to discussions to suit audience, purpose and medium
10. Interject and redirect discussion using appropriate language and register

### Reading

#### Scope of study

Text: this should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

11. Identify the different situations when the main points are sufficient and when it is important to have specific details
12. Compare information, ideas and opinions in different texts, including how they are conveyed
13. Identify implicit and inferred meaning in texts
14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
15. Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
16. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
18. Follow an argument, identifying different points of view and distinguishing fact from opinion
19. Identify different styles of writing and writer's voice

## Writing

### Scope of study

Text: this should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.

### Spelling, punctuation and grammar

20. Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
21. Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)
22. Spell words used in work, study and daily life, including a range of specialist words

### Writing composition

23. Communicate information, ideas and opinions clearly, coherently and effectively
24. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
25. Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
26. Convey clear meaning and establish cohesion using organisational markers effectively
27. Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.
28. Construct complex sentences consistently and accurately, using paragraphs where appropriate

## Assessment design - Speaking, Listening and Communicating

There is one internally marked assessment at each level.

### Level 1

The candidate will need to take part in three activities as part of a group:

- A formal discussion on an unfamiliar topic.
- A short talk (explanation or presentation) on a familiar topic followed by an informal discussion with peers.
- An informal discussion following another candidate's short talk (explanation or presentation).

### Level 2

The candidate will need take part in three activities as part of a group:

- A formal discussion on an unfamiliar topic.
- A presentation/extended explanation on a familiar topic followed by a discussion with peers.
- A discussion following another candidate's presentation/extended explanation.

The Speaking, Listening and Communicating assessment is designed to meet 100% coverage of the subject content.\*

- **\*Subject content for functional skills: English, Ref: DFE-00047-2018**

See pages 17 and 19 for the Subject Content.

Centres must refer to the document 'Assessor Guidance for Speaking, Listening and Communicating' and the record sheets for details on how to administer and mark the assessments. The recording forms, assessor guidance and exemplars will be available on the City & Guilds website from September 2019.

Please see pages 24 and 27 for the assessment specifications.

## Assessment design - Reading

There is one externally set and marked summative assessment.

### Level 1

The assessment requires candidates to read two source documents, answer questions on each document and be able to make comparisons across the documents.

### Level 2

The assessment requires candidates to read two source documents, answer questions on each document and be able to make comparisons across the documents.

The Reading assessment is designed to meet 100% coverage of the subject content.\*

- **\*Subject content for functional skills: English, Ref: DFE-00047-2018**

See pages 17 and 19 for the Subject Content.

Sample assessment materials, worked examples and delivery guides will be available on the City & Guilds website from September 2019.

Please see pages 25 and 28 for the assessment specifications.

## Assessment design - Writing

There is one externally set and marked summative assessment.

### Level 1

The assessment requires candidates to produce two texts based on given scenarios.

### Level 2

The assessment requires candidates to produce two texts based on given scenarios.

The Writing assessment is designed to meet 100% coverage of the subject content.\*

- \*Subject content for functional skills: English, Ref: DFE-00047-2018

See pages 18 and 20 for the Subject Content.

Sample assessment materials, worked examples and delivery guides will be available on the City & Guilds website from September 2019.

Please see pages 26 and 29 for the assessment specifications.

## Duration

### Level 1

- Speaking, Listening and Communicating (up to) 30 minutes
- Reading 1 hour
- Writing 1 hour 20 minutes

### Level 2

- Speaking, Listening and Communicating (up to) 30 minutes
- Reading 1 hour
- Writing 1 hour 20 minutes

## Grading

Learners will be awarded either a pass or fail for each of the three components.

A Learner must achieve a Pass in all three components **at the same level** to achieve a Pass at qualification level. Learner cannot aggregate results from components at different levels in order to be awarded the qualification.

## Permitted/prohibited equipment for the externally assessed Components

	Reading - permitted	Reading - prohibited	Writing - permitted	Writing - prohibited
<b>Level 1</b> <b>Paper based</b>	Pen Dictionary or bilingual dictionary	Personal laptops, tablets etc. Pre-prepared notes.	Pen	Dictionary; Electronic spelling and grammar checkers; Personal laptops, tablets etc; Pre-prepared notes.
<b>Level 1</b> <b>Evolve</b>	Pen Dictionary or bilingual dictionary	Personal laptops, tablets etc. Pre-prepared notes.	Pen	Dictionary; Electronic spelling and grammar checkers; Personal laptops, tablets etc; Pre-prepared notes.

	Reading - permitted	Reading - prohibited	Writing - permitted	Writing - prohibited
<b>Level 2</b> <b>Paper based</b>	Pen Dictionary or bilingual dictionary	Personal laptops, tablets etc Pre-prepared notes	Pen	Dictionary; Electronic spelling and grammar checkers; Personal laptops, tablets etc; Pre-prepared notes.
<b>Level 2</b> <b>Evolve</b>	Pen Dictionary or bilingual dictionary	Personal laptops, tablets etc Pre-prepared notes	Pen	Dictionary; Electronic spelling and grammar checkers; Personal laptops, tablets etc; Pre-prepared notes.

The evolve system locks down all other software applications whilst the assessment is taking place, so will prevent candidates from being able to access the internet or any other inappropriate aids via the computer that they are using to complete the assessment.



## Assessment Specification Level 1 Speaking, Listening and Communicating

Scope of Study	Subject Content Statement (SCS) – 100% coverage of numbered subject content statements	Evidence requirements
Text: this should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.	1. Identify relevant information and lines of argument in explanations or presentations	Candidate must demonstrate consistent and effective application of each of the SCS appropriate to the level across the three activities.
	2. Make requests and ask relevant questions to obtain specific information in different contexts	
	3. Respond effectively to detailed questions	
	4. Communicate information, ideas and opinions clearly and accurately on a range of topics	
	5. Express opinions and arguments and support them with evidence	
	6. Follow and understand discussions and make contributions relevant to the situation and subject	
	7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	
	8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection	
	Number of activities: 3 Duration: (up to) 30 minutes	

Please refer to the following documents on the Functional Skills page of the City & Guilds website for guidance on how to administer the assessment:

- Level 1 Functional Skills – Assessor guidance for Speaking, Listening and Communicating.
- Level 1 Functional Skills – Recording forms for Speaking, Listening and Communicating.

Candidates must demonstrate consistent and effective application of the skills requirements from the subject content.

For each of the subject content statements the following descriptors must be considered when coming to a decision about if the candidate has met the requirements for a Pass:

**Learners generally demonstrate the requirements for the level:**

- Consistently,
- Effectively, and
- To an appropriate degree for that level.

Overall performance across the range of requirements for the level must be secure; any insufficient demonstration of any individual subject content statement must be balanced by appropriate demonstration of the same content statement elsewhere.

City & Guilds will provide exemplars which illustrate the difference between the standard expected of Learners who (a) meet the criteria for a Pass, and (b) Fail to meet the criteria for a Pass. These will be available on the Functional Skills qualifications webpage from September 2019.

## Assessment Specification Level 1 Reading

<b>Duration 1 hour</b> <b>Total marks 30</b>		
Scope of Study	Subject Content Statement (SCS) - 100% coverage of numbered statements	Marks per SCS
Text types: this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade	9. Identify and understand the main points, ideas and details in texts	6
	10. Compare information, ideas and opinions in different texts	6
	11. Identify meanings in texts and distinguish between fact and opinion	2-4
	12. Recognise that language and other textual features can be varied to suit different audiences and purposes	2-4
	13. Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words	1-4
	14. Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts	2-4
	15. Infer from images meanings not explicit in the accompanying text	2-4
	16. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)	1-2
	17. Read and understand a range of specialist words in context	2-4
	18. Use knowledge of punctuation to aid understanding of straightforward texts	2-4
	<ul style="list-style-type: none"> <li>Number of source documents: two</li> <li>Item types: multiple choice and short answer.</li> </ul>	<b>30 marks total</b>

## Assessment Specification Level 1 Writing

Duration 1 hour 20 minutes Total marks 54 x2 written response items				
Scope of study	Subject Content Statement (SCS) - 100% coverage of numbered statements	Total marks	Q 1	Q 2
Text: this should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths	19. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)	Spelling, punctuation and grammar 24 (44%)	12	12
	20. Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)			
	21. Spell words used most often in work, study and daily life, including specialist words			
	22. Communicate information, ideas and opinions clearly, coherently and accurately	Writing composition 30 (56%)	15	15
	23. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience			
	24. Use format, structure and language appropriate for audience and purpose			
	25. Write consistently and accurately in complex sentences, using paragraphs where appropriate			
		<b>54 marks</b>	<b>27</b>	<b>27</b>

## Assessment Specification Level 2 Speaking, Listening and Communicating

Scope of Study	Subject Content Statement (SCS) – 100% coverage of numbered subject content statements	Evidence requirement s
Text: this should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.	1. Identify relevant information from extended explanations or presentations	Candidate must demonstrate consistent and effective application of each of the SCS appropriate to the level across the three activities.
	2. Follow narratives and lines of argument	
	3. Respond effectively to detailed or extended questions and feedback	
	4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	
	5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	
	6. Express opinions and arguments and support them with relevant and persuasive evidence	
	7. Use language that is effective, accurate and appropriate to context and situation	
	8. Make relevant and constructive contributions to move discussion forward	
	9. Adapt contributions to discussions to suit audience, purpose and medium	
	10. Interject and redirect discussion using appropriate language and register	
	Number of activities: 3	

Please refer to the following documents on the Functional Skills page of the City & Guilds website for guidance on how to administer the assessment:

- Level 2 Functional Skills – Assessor guidance for Speaking, Listening and Communicating.
- Level 2 Functional Skills – Recording forms for Speaking, Listening and Communicating.

Candidates must demonstrate consistent and effective application of the skills requirements from the subject content. For each of the subject content statements the following descriptors must be considered when coming to a decision about if the candidate has met the requirements for a Pass:

**Learners generally demonstrate the requirements for the level:**

- Consistently,
- Effectively, and
- To an appropriate degree for that level.

Overall performance across the range of requirements for the level must be secure; any insufficient demonstration of any individual subject content statement must be balanced by appropriate demonstration of the same content statement elsewhere.

City & Guilds will provide exemplars which illustrate the difference between the standard expected of Learners who (a) meet the criteria for a Pass, and (b) Fail to meet the criteria for a Pass. These will be available on the Functional Skills qualifications webpage from September 2019.

## Assessment Specification Level 2 Reading

Duration 1 hour Total marks 30		
Scope of Study	Subject Content Statement (SCS) - 100% coverage of numbered statements	Marks per SCS
Text types: this should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	11. Identify the different situations when the main points are sufficient and when it is important to have specific details	1-2
	12. Compare information, ideas and opinions in different texts, including how they are conveyed	4-6
	13. Identify implicit and inferred meaning in texts	4-6
	14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes	2-4
	15. Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources	1-2
	16. Understand organisational features and systems and use them to locate relevant information in a range of straightforward and complex sources	1-2
	17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias	2-4
	18. Follow an argument, identifying different points of view and distinguishing fact from opinion	4-6
	19. Identify different styles of writing and writer's voice	4-6
		30 marks total
	<ul style="list-style-type: none"> <li>Number of source documents: two</li> <li>Item types: multiple choice and short answer.</li> </ul>	

## Assessment Specification Level 2 Writing

Duration 1 hour 20 minutes Total marks 54 x2 written response items				
Scope of study	Subject Content Statement (SCS) - 100% coverage of numbered statements	Total marks	Q 1	Q 2
Text: this should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths	20. Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)	Spelling, punctuation and grammar 24 (44%)	12	12
	21. Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)			
	22. Spell words used in work, study and daily life, including a range of specialist words			
	23. Communicate information, ideas and opinions clearly, coherently and effectively	Writing composition 30 (56%)	15	15
	24. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience			
	25. Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)			
	26. Convey clear meaning and establish cohesion using organisational markers effectively			
	27. Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.			
	28. Construct complex sentences consistently and accurately, using paragraphs where appropriate			
		54 marks total	27	27

## 6 Performance feedback

Performance feedback for individual candidates is available for paper-based and e-volve exams. The table below summarises how feedback can be accessed:

Assessment component	Feedback format	How accessed?
FS English Reading FS English Writing Level 1 & 2 Paper-based	Performance codes on Notification of Candidate Results (NCR)	Request through the Walled Garden. Hard copy sent with confirmation of results.
FS English Reading FS English Writing Level 1 & 2 E-volve	Score Report	Online score report. Based on <b>provisional</b> mark data prior to final quality checks.

### Performance feedback – paper-based

A Notification of Results (NCR) statement is issued confirming the grade. It also provides a series of *performance codes* which identify relative performance in each of the relevant **Functional Skills Subject Content Statements**. The list and description of performance codes is available on the Functional Skills qualification webpage.

### Performance feedback – e-volve

A score report is available through e-volve analytics once the examiner has entered a **provisional** mark. The score report indicates the *proportion* of marks (expressed as a percentage) the candidate achieved for each of the relevant **Functional Skills Subject Content Statements**.

Because the score report is generated from a **provisional mark** (prior to any quality checks) and not the final confirmed mark issued via the Walled Garden, there will sometimes be a discrepancy between the two. Whilst any adjustments are invariably minor, occasionally they will be enough to affect candidates' overall grade, so it's **vital that the overall marks/grades on score reports are treated only as indicative**.

Regardless of any subsequent adjustment to final marks, the score report will nevertheless provide an outline of relative strengths and weaknesses.

## 7 Access and Inclusion

### Access Arrangements

We have taken note of the provisions of equalities legislation in developing and administering this specification.

We can make arrangements so that candidates with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Candidates can have access to all forms of equipment, software and assistance (eg scribe, reader) that constitute their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments or are explicitly prohibited by the conditions of the assessment.

Where access arrangements are necessary, the approval process is the same as for any other types of external assessment. Any instances where candidates require extra time, a reader or a scribe **must** be approved in advance by City & Guilds.

For more information on how to apply for access arrangements please refer to our dedicated webpages, **Access and Adjustments**.

### Functional Skills English Speaking, Listening and Communicating

'Speaking, listening and communicating' within Functional Skills English qualifications is non-written communication, normally conducted face-to-face and can also include 'virtual' communication methods such as telephone or spoken web-based technologies. The terms 'speaking, listening and communicating' are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to candidates with speech or hearing impairment.

Sign Language (i.e. BSL, SSE) can be used, provided this is made accessible to all participants in the discussion. **No other languages are permitted as alternatives to English.**

Access to augmentative speech equipment is permitted, where it reflects the candidate's normal way of working.

If you have any other questions on possible adjustments for Speaking, Listening and Communicating, please contact your External Quality Assurer (EQA) or City & Guilds.



As a last resort, candidates who are disabled under the terms of the Equality Act 2010 and have no accessible means of communication may request an exemption from the Speaking, Listening and Communicating component.

## Functional Skills English Reading

Reading within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts.

“Text” is defined as materials that include the use of words that are written, printed, on-screen or presented using Braille.

A computer reader may be used in the Reading component, providing it's the candidate's normal way of reading. A computer reader is an acceptable arrangement, since it still allows the candidate to independently meet the requirements of the reading standards.

A (human) reader cannot be used to demonstrate the requirements of the reading standards as this does not meet the requirement for independence. As a last resort, an exemption from the Reading component can be requested for a disabled candidate who cannot use assistive technology.

Access Arrangement	Yes/No	Type of assessment
Extra time	Yes	
Dictionaries and bilingual dictionaries	Yes	The use of a dictionary or a bilingual dictionary is permitted for <b>all candidates</b> .
Reader	No	
Computer reader	Yes	
Sign Language Interpreter	No	
Scribe	Yes	
Speech recognition technology	Yes	
Word processor	Yes	
Practical Assistant	Yes	
Modified question papers (including Braille)	Yes	
Electronic spell and grammar checkers	No	

## Functional Skills English Writing

Writing within Functional Skills English qualifications is defined as the independent construction of written language to communicate in specific contexts.

‘Text’ is defined as materials that include the use of words that are written, printed, on-screen or presented using Braille and which are presented in a way that is accessible for the intended audience.

Dictionaries, electronic grammar and spell checkers cannot be used.

Assistive technology may be used in the Writing component (all Levels), providing it's the candidate's normal way of writing. The use of assistive technology is acceptable, providing it meets the requirements listed above.

A (human) scribe cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the Writing component can be requested for a disabled candidate who cannot use assistive technology, if the candidate cannot access any part of the assessment.

Access Arrangement	Yes/No	Type of assessment
Extra time	Yes	
Dictionaries and bilingual dictionaries	No	
Reader	Yes	
Computer reader	Yes	
Sign Language Interpreter	Yes	
Scribe	No	
Word processor	Yes	Predictive text/spelling and grammar check are not permitted
Practical Assistant	Yes	
Modified question papers (including Braille)	Yes	
Electronic spell and grammar checker	No	

### Exemptions – please note

Disability Discrimination legislation (now incorporated into the 2010 Equality Act) permits the granting of exemptions for specific assessment Components within qualifications in certain circumstances. In the case of Functional Skills English this will only be considered as a **last resort**, once all other possible adjustments that might enable the candidate to undergo assessment and achieve the required standard have been explored.

### Modified assessment materials

The following formats may be ordered directly from the Walled Garden:

- Braille                      These will be in contracted (Grade 2) Unified English Braille (UEB).
- Enlarged print            Text for these assessments will be 24 point on A4-sized paper.

### Use of accessibility tools

Where candidates' normal way of working involves the use of assistive software that cannot be supported by the e-volve system centres should contact our Access Arrangements team to arrange for the assessment to be provided in a compatible format. They can be contacted at [policy@cityandguilds.com](mailto:policy@cityandguilds.com) or 020 7294 2772.

### Access arrangements within the e-volve system

When scheduling assessments on e-volve, it is possible to add time extensions. Any instances where candidates require extra time must be approved in advance by City & Guilds. Please see the Access arrangements and reasonable adjustments section of City & Guilds' website for details of how to do this.

Candidates can change the background colour and use some types of magnification software for further details, please see [www.cityandguilds.com/e-volve](http://www.cityandguilds.com/e-volve).

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the Centres and Training Providers homepage on [www.cityandguilds.com](http://www.cityandguilds.com).

### ***City & Guilds Centre Manual***

This document contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records.

### ***Our Quality Assurance Requirements***

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- Specifies the quality assurance and control requirements that apply to all centres
- Sets out the basis for securing high standards, for all our qualifications and/or assessments
- Details the impact on centres of non-compliance.

Our Quality Assurance Requirements document encompasses the relevant regulatory requirements of the following documents, which apply to centres working with City & Guilds:

- Ofqual's General Conditions of Recognition

## Appendix 2 Useful contacts

**Please note** - calls to 0844 numbers cost 5 pence per minute plus your telephone company's access charge.

<b>UK and Republic of Ireland Centres</b>  Registrations, Exam entries, Invoices, Missing or late exam materials, Results entries, Certification. Publication enquiries: logbooks, centre documents, forms, free literature	<b>General support</b>	T: +44 (0)844 543 0000
		E: centresupport@cityandguilds.com
	<b>e-assessment support</b>	T: +44 (0)844 543 0000
		E: evolvesupport@cityandguilds.com
<b>New centres</b>  Sales advice and support and quality assurance	<b>Sales support</b>	T: +44 (0)844 846 0969
		E: directsales@cityandguilds.com
	<b>Quality support</b>	T: +44 (0)844 846 0969
		E: csdirect@cityandguilds.com
<b>International centres</b>  Quality assurance, sales advice, results, entries, enrolments, invoices, missing or late exam materials		Please contact your local office:  <a href="http://www.cityandguilds.com/about-us/international">www.cityandguilds.com/about-us/international</a>
<b>UK learners</b>  General qualification information		T: +44 (0)844 543 0033
		E: learnersupport@cityandguilds.com
<b>International learners</b>  General qualification information		Please contact your local office:  <a href="http://www.cityandguilds.com/about-us/international">www.cityandguilds.com/about-us/international</a>
<b>Employer</b>  Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery		T: +44 (0)207 294 8128
		E: business@cityandguilds.com

## Appendix 3 Summary of examination requirements

Component	Duration
Reading	1 hour
Writing	1 hour and 20 minutes

The following are **not permitted** in Writing:

- Dictionary;
- Electronic spelling and grammar checkers.

For the paper-based exams, candidates will need:

Reading	<ul style="list-style-type: none"><li>• Pen</li><li>• Dictionary or bilingual dictionary</li></ul>
Writing	<ul style="list-style-type: none"><li>• Pen</li></ul>

For the onscreen exams, candidates will need:

Reading	<ul style="list-style-type: none"><li>• Dictionary or bilingual dictionary</li></ul>
Writing	<ul style="list-style-type: none"><li>• n/a</li></ul>

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5-7 Giltspur Street, London EC1A 9DD.

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