City & Guilds Entry Level 3, Level 1, Level 2 Award in Principles of Using Written and Spoken English (3844-10/11/21)

Version 2.4 (September 2024)

Qualification Handbook

Qualification at a glance

Subject area	**Foundations for learning and life**
City & Guilds number	3844-10/11/21
Age group approved	16+
Entry requirements	n/a
Assessment	E-assessment, Written Examination
Grading	Pass/Fail
Approvals	Fast track approval
Support materials	Sample assessments
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Entry Level Award in the Principles of Using Written and Spoken English (Entry 3)	3844-10	601/1420/4	99	100
City & Guilds Level 1 Award in the Principles of Using Written and Spoken English	3844-11	600/7917/4	58	100
City & Guilds Level 2 Award in the Principles of Using Written and Spoken English	3844-21	600/7918/6	58	100

Version and date	Change detail	Section
2.1 December 2013	Amended assessment information re paper-based tests	2.1 December 2013
2.2 June 2014	Amended test spec detail for unit 001	2.2 June 2014
2.3 September 2017	Added TQT and GLH details	2.3 September 2017
	Deleted QCF	
2.4 September 2024	handbook reviewed and updated to the new template	Throughout

Contents

1   Introduction

This document tells you what you need to do to deliver the qualification(s):

Area	Description
Who are the qualifications for?	The main purpose of these qualifications is for learners who need to develop the English skills at a level necessary to function and progress in life, work or in society in general. For many this will also support progression towards a GCSE English or a Level 2 Functional Skills English learning programme.
What do the qualifications cover?	In response to the Skills Funding Agency's statement of February 2012, City & Guilds has developed a suite of qualifications to support learners to progress towards a learning programme in English GCSE or a level 2 Functional Skills English. In line with the Skills Funding Agency statement, these qualifications focus on the core English skills required to enable this progression, with a particular focus on the knowledge, understanding, accuracy and resilience required to make progress. These qualifications are suitable for learners who need to demonstrate skills and knowledge at a given level for access to employment, further learning or another specific reason. The learning outcomes and assessment criteria are based upon the national Adult Literacy standards and mapped to the Adult Literacy Core Curriculum. The assessments do not cover 100% of the Adult Literacy standards, but address specific key areas, many of which are highlighted by employers (through individual consultation and in national research - CBI Education and Skills Survey, May 2011) as lacking in many prospective employees e.g. reading and understanding texts, spelling and grammar. The qualifications do not explicitly seek to assess problem solving capability, although some questions will be scenario-based, allowing those who aim to progress to a Functional Skills learning programme to build a solid foundation for the technical skills, as well as confidence to work under timed conditions. These qualifications provide robust assessment of selected skills gained. They are offered as single, objective, summative assessment tests which are externally set and externally marked and taken under timed conditions. They provide a level of flexibility for learners who require an assessment opportunity 'when ready' and may suit those learners for whom a portfolio approach is not suitable.

Area	Description
What opportunities for progression are there?	The qualifications allow learners to progress • from Entry 3 to Level 1 to Level 2 within this suite • to 3847 English Skills qualifications • to a City & Guilds vocational qualification • to an Apprenticeship programme • to employment. • towards a GCSE in English • towards a Level 2 Functional Skills qualification in English
Who did we develop the qualifications with?	The qualifications have been developed in association with a wide range of providers and employers
Is it part of an apprenticeship framework or initiative?	Not specifically, although the qualifications may provide a useful addition to Foundation Learning programmes.

Structure

To achieve the **Entry Level Award in the Principles of Using Written and Spoken English (Entry 3)**, learners must achieve **10** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
T/505/5760	Unit 001	Principles of using written and spoken English	10

To achieve the **Level 1 Award in the Principles of Using Written and Spoken English**, learners must achieve **10** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
R/504/5589	Unit 101	Principles of using written and spoken English	10

To achieve the **Level 2 Award in the Principles of Using Written and Spoken English**, learners must achieve **10** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
R/504/5558	Unit 201	Principles of using written and spoken English	10

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:
1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Entry Level Award in the Principles of Using Written and Spoken English (Entry 3	99	100
City & Guilds Level 1 Award in the Principles of Using Written and Spoken English	58	100
City & Guilds Level 2 Award in the Principles of Using Written and Spoken English	58	100

2 Centre requirements

Approval

Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

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

Resource requirements

Centre Staffing

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Co-ordinator
- Trainer/Tutor

These roles are defined more fully in City & Guilds quality assurance documentation.

Further supporting quality assurance documents can be found here:
https://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:
- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training (this knowledge must be to the same level as the training being delivered)
- fully conversant with the National Standards for Adult Literacy and the subject criteria for Functional Skills English

Teaching qualifications and subject specialist qualifications
It is good practice for staff to hold or be working towards a recognised teacher training qualification and/or relevant subject-specific teaching qualification, and depending on delivery setting/location this might be necessary to obtain public funding.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the What is CASS? and Quality Assurance Standards documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:
- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must
- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:
- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

These qualifications are approved for learners aged 16 or above.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of these qualifications and their assessment in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

Equality legislation requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

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.

Please refer to the Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and access arrangements - when and how applications need to be made to City & Guilds. For more information documents are available on the City & Guilds website.

Access arrangements for on-line examinations

For access arrangements which require City & Guilds authorisation i.e. readers, scribes, over 25% extra time, centres must make an application to City & Guilds one month before the month of the examination, e.g. by 31 October for December examinations. Please refer to chapter 2 in the booklet 'Access to assessment and qualifications' for guidance, which can be found on the City & Guilds website.

Additional time

Centres can usually schedule time extensions for candidates needing up to 25% extra time. A guide on how to do this can be found at www.cityandguilds.com/e-volve

Time can be added in percentage multipliers of the test time, in increments of five e.g. 5%, 10% up to 25%.

Requests for over 25% extra time will need to be made to the Policy & Regulation team at City & Guilds. Approval can be applied for and given for all online Principles of Using Written and Spoken English exams, for the entire year.

Rest Breaks

The candidate must, as usual, be supervised during any short rest breaks and the system must be invigilated also to ensure that no one else can access the candidate's test or accidentally close the test down. When a break is needed the on screen e-assessments may be paused. The use of the pause function through the SecureAssess portal will lock the assessment as well as stop the clock. This function should also be used in the event of an emergency.

Documentation for access arrangements

Evidence in support of an access arrangement must be held on file at your centre. Please see chapter 4 in the booklet 'Access to assessment and qualifications' for the evidence required for applications for a candidate with learning difficulties.

Use of an assistant

The e-volve software allows candidates to use a keyboard or mouse and does not support other means. If the keyboard or mouse is not a standard one we recommend that the student is given access to the e-volve Navigation test well in advance of the proposed examination date using the special keyboard or mouse. Should any difficulties be experienced with the equipment we would be happy to consider the use of an assistant.

Use of Other Software

At present, the use of other accessibility software with the on screen examinations is not supported. City & Guilds are liaising with software providers to develop accessibility to extend wider provision for all disabilities, this includes screen magnification software. Learners have the ability to change the text colour and background once they have entered their keycode. This leaves the learner time to find the best combination for their particular need.

Alternatively, there may be other non software application options such as placing a coloured overlay on the PC screen which may be trialled.

3   Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

Inclusion and diversity | City & Guilds (cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds (cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)

- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Support materials

The following resources are available for these qualifications:

Description	How to access
Fast track approval forms	www.cityandguilds.com
Sample assessments	Qualification landing page www.cityandguilds.com
Promotional materials	www.cityandguilds.com

For further information to assist with the planning and development of the programme, please refer to the following:

- Adult Literacy core curriculum https://repository.excellencegateway.org.uk/Adult%20literacy%20core%20curriculum.pdf
- Resource library https://www.et-foundation.co.uk/resources/resource-library/

4   Assessment

Assessment of the qualification

Candidates must:
- successfully complete the on screen test set by City & Guilds for each mandatory unit

Tests are auto-marked and results available through the Walled Garden.

Assessment types			
Unit	Title	Assessment method	Where to obtain assessment materials
001	Principles of using written and spoken English	**On screen tests, using e-volve**	**www.cityandguilds.com**
101	Principles of using written and spoken English	**On screen tests, using e-volve**	**www.cityandguilds.com**
201	Principles of using written and spoken English	**On screen tests, using e-volve**	**www.cityandguilds.com**

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.

Test specifications

Permitted materials: Candidates are permitted access to rough paper, pens and pencils. Dictionaries are **not** permitted.

Sitting the test: Candidates may wish to take a short screen break between sections however please note that candidates should remain seated during this time and test conditions still apply. As there is no ability to pause the test candidates must be informed that the timer on the test will continue to count down.

Each candidate will need a pair of earphones for sections 1 and 4 of the test as these both contain listening activities.

The sections can be done in any order.

At the start of every test candidates are presented with a brief tutorial on how to use each of the different item types. Please make sure the candidate reads through these screens before they press the 'start exam' button.

Candidate's should use this opportunity to **check that their earphones work** and that the volume is set to the appropriate level.

Graded: Pass/Fail

The way the knowledge is covered by each test is laid out in the tables below:

Test: Unit 001	Duration: 60 minutes		
Unit	**Outcome**	**Number of questions**	**Percentage %**
001	1 Be able to listen for information communicated orally in different contexts	6	15
	2 Be able to read texts	8	20
	3 Know the writing techniques required to write complete sentences for continuous text	26	65
	Total	40	100%

Test:	Duration: 60 minutes		

Unit 101		Number of questions	Percentage %
Unit	Outcome	Number of questions	Percentage %
101	1 Be able to listen for information communicated orally	10	20
	2 Be able to read texts	12	24
	3 Be able to use the writing techniques required to write complete sentences for continuous text	28	56
	Total	50	100%

Test: Unit 201	Duration: 60 minutes		
Unit	Outcome	Number of questions	Percentage %
201	1 Be able to obtain information from others communicated orally	10	18
	2 Be able to read complex texts	18	32
	3 Be able to use the writing techniques required to write continuous text	28	50
	Total	56	100%

Sample tests

Online sample assessments will be available to schedule via the Walled Garden, www.walledgarden.com. The qualification number to access the sample tests is 3844-501 for Sample Level 1 and 3844-601 for Sample Level 2.

Candidates should attempt **at least one** sample paper prior to taking their live test. The tests scheduled via walled garden will provide immediate feedback. Samples sat via our website will not be marked and are more for familiarisation with the layout of the questions.

5   Units

Structure of the units

These units each have the following:
- City & Guilds reference number
- title
- level
- guided learning hours (GLH)
- credit value
- unit aim
- relationship to other standards
- learning outcomes, which are comprised of a number of assessment criteria

Guidance for delivery of the units

These qualifications comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

Range statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

Supporting information provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

Unit 001   Principles of using written and spoken English

UAN:	T/505/5760
Level:	Entry 3
GLH:	99
Credit:	10
Relationship to other standards:	This unit is linked to the National Standards for Adult Literacy and the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop in learners the skills and techniques to read and listen to different oral communications and read different types of texts in order to identify information. Learners will also develop skills and techniques in punctuation, grammar, and spelling to produce complete sentences.

Learning outcome

The learner will:

LO1   be able to listen for information communicated orally in different contexts.

Assessment criteria

The learner can:

AC1.1 identify the gist of information from straightforward oral **recordings** in different **contexts**
    ALE3.1.1 (SLlr/E3.1

AC1.2 identify detail from straightforward oral **recordings** in different **contexts**
    ALE3.1.2 (SLlr/E3.2)

AC1.3 identify relevant information from straightforward oral **recordings** in different **contexts**
    ALE3.1.3 (SLlr/E3.3)

AC1.4 identify new information from straightforward oral **recordings** in different **contexts**
    ALE3.1.3 (SLlr/E3.3)

Range

Recordings

Explanations
Presentations
Instructions
- Narratives
- Discussions
Contexts
- Work
- Training
- Formal
- Informal

Learning outcome

The learner will:

LO2   be able to read texts.

Assessment criteria

The learner can:

AC2.1 trace main events of continuous **texts**
    AL3.2.1 (Rt/LE3.1)
AC2.2 identify the different **purposes** of **text**
    AL3.2.2 (Rt/LE3.2)
AC2.3 identify **organisational features** used to locate information in **text**
    ALE3.2.3 (Rt/E3.3)   ALE3.2.5 (Rt/E3.5) ALE3.2.13 (Rw/E3.4)
AC2.4 identify **language features** used in instructional text
    ALE3.2.3 (Rt/E3.3)
AC2.5 identify main points and ideas in **text**
     AL3.2.4 (Rt/E3.4)
AC2.6 use different **reading strategies** to find information in **text**
    ALE2.3.6/7/8 (Rt/E3.6/7/8) ALE3.2.10/11 (Rw/E3.1/2)
AC2.7 use **images** related to print to obtain information.
     AL3.2.9 (Rt/E3.9)

Range

Texts
- Chronological
- More than one paragraph
Purposes
- Descriptive
- Explanatory
- Persuasive
- Informative
- Advisory
- Instructive
- Entertaining
Organisational features

- Lists
- Numbering
- Alphabetical order
- Bullet points
- Diagrams
- Layout
- Menu
- Contents
- Index

Language features
- Imperatives
- Second person

Reading strategies
- Skimming
- Scanning
- Detailed reading
- Key words
- Specialist words

Images
- Symbols
- Diagrams
- Pictures

Learning outcome

The learner will:

LO3   know the writing techniques required to write complete sentences for continuous text.

Assessment criteria

The learner can:

AC3.1 identify **sequence** in chronological writing
    ALE3.3.3 (Wt/E3.1

AC3.2 identify correct **basic grammar** in text
    ALE3.3.5 (Ws/E3.2) ALE.3.3.8 (Wt/E3.4)

AC3.3 identify **complete sentences** in text
    ALE3.3.3 (Ws/E3.1)

AC3.4 identify **punctuation markers in text**
     ALE3.3.6 (Ws/E3.3)

AC3.5 spell **words** communicated orally.
     AL3.3.7 (Ww/E3.1)

Range

Sequence
- Time
- Stages
- Linking words

Basic grammar

- Subject-verb agreements
- Correct use of tense:
    - present
    - perfect
    - future
    - modals
- Adverbs/adverbials
- Pronouns
- Adjectives/comparatives
- Simple prepositions

Complete sentence

- Simple sentences
- Compound sentences

Punctuation markers
- Capital letters for proper nouns, the pronoun 'I' and initial capitals in sentence breaks
- End of sentence punctuation
- Paragraphs

Words

- Key words
- For work
- For study
- For special interest

Unit 001   Principles of using written and spoken English

Supporting information

Unit guidance

For 1.1 **Straightforward** is a term that is used to describe subjects and materials that learners often meet in their work, studies or other activities. Straightforward content is put across in a direct way where the main points are easily identifiable; usually the sentence structures are simple, and learners will be familiar with the vocabulary that is used.

For 1.3 **The relevance of information** will depend on the context and purpose of the listening.

Unit 101   Principles of using written and spoken English

UAN:	L/504/6837
Level:	1
Credit:	10
GLH:	58
Relationship to other standards:	This unit is linked to the National Standards for Adult Literacy and the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop in learners the skills and techniques to read and listen to different types of texts in order to identify information. Learners will also develop skills and techniques in punctuation, grammar, and spelling to produce complete sentences.

Learning outcome

The learner will:

LO1 be able to listen for information communicated orally

Assessment criteria

The learner can:

AC1.1 identify information from oral **recordings** on a range of straightforward topics. (SLlr/ L1.1) (SLlr/L1.2)

Range

Recordings

- Explanations
- Presentations
- Instructions
- Narratives

Learning outcome

The learner will:

LO2   be able to read texts

Assessment criteria

The learner can:

AC2.1 trace main events of **continuous texts**
    (Rt/ L1.1) (Rt/ L1.2) (Rt/ L1.5)
AC2.2 identify **information** from within **different types of texts**
    (Rt/L1.1, Rt/L1.3)
AC2.3 locate information in texts
    (Rt/L1.4, RT/L1.5)
AC2.4 identify **structural features** that can assist in locating information in texts.
    (Rt/L1.4)

Range

Continuous texts

- Descriptive
- Explanatory
- Persuasive
- Informative
- Advisory
- Instructive

Information

- Main points or events
- Specific details
- Meanings conveyed by images

Different types of texts
- Instructive
- Descriptive
- Explanatory
- Persuasive

Structural features

- Contents
- Index
- Menus
- Sub-headings
- Paragraphs

Learning outcome

The learner will:

LO3   be able to use the writing techniques required to write complete sentences for continuous text

Assessment criteria

The learner can:

AC3.1 select **language** suitable for purpose and audience
    (Wt/L1.4)
AC3.2 select **format** suitable for purpose
    (Wt/L1.5)
AC3.3 identify **complete sentences**
    (WsL1.1)
AC3.4 identify **correct grammar** in texts
    (WsL1.2)
AC3.5 identify **punctuation markers** needed so that meaning is clear
    (Ws/L1.3)
AC3.6 spell words communicated orally.
    (Ww/L1.1)

Range

Language

- Complexity
- Style
- Vocabulary

Format

- Paragraphs
- Numbered lists
- Bulleted points
- Sub-headings

Complete sentence

- Simple sentences
- Compound sentences

Correct grammar

- Subject-verb agreements
- Correct use of tense
- Word forms
- Sentence structure

Punctuation markers

- Capital letters
- Full stops
- Question marks
- Paragraphs

Unit 201   Principles of using written and spoken English

UAN:	Y/504/6839
Level:	2
Credit:	10
GLH:	58
Relationship to other standards:	This unit is linked to the National Standards for Adult Literacy and the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop in learners the skills and techniques to read and listen to different types of texts of varying degrees of complexity in order to identity information. Learners will also develop skills and techniques in punctuation, grammar and spelling to produce complete complex sentences.

Learning outcome

The learner will:

LO1 be able to obtain information from others communicated orally

Assessment criteria

The learner can:

AC1.1   identify information from oral **recordings** on a range of topics (SLlr/L2.1) (SLlr/L2.2)

Range

Recordings
- Explanations
- Presentations
- Multi-step Instructions

- Narratives

Learning outcome

The learner will:

LO2   be able to read complex texts

Assessment criteria

The learner can:

AC2.1 trace main events of written **complex texts**
    (Rt/L2.1)   (Rt/L2.7)
AC2.2 identify main points from written **complex texts**
    (Rt/L2.3)   (Rt/L2.7)
AC2.3 identify specific detail from written **complex texts**
    (Rt/L2.3)   (Rt/L2.7)
AC2.4 identify the **purpose** of written texts
    (Rt/L2.2)
AC2.5 locate information in written texts
    (Rt/L2.6)
AC2.6 identify points of view within an argument
    (Rt/L2.4)
AC2.7 infer meaning from **clues** in written texts
    (Rt/L2.2)
AC2.8 **evaluate information** presented in written texts
    (Rt/L2.5)
AC2.9 compare information, ideas and opinions from different sources
    (Rt/L2.5)
AC2.10 summarise information from longer documents
    (Rt/L2.8)
AC2.11 interpret technical vocabulary
    (Rw/L2.1)

Range

Complex texts
- Simple/compound and complex sentences

Purposes
- Descriptive
- Explanations
- Persuasive
- Informative
- Advisory
- Instructive

Clues
- Explicit
- Implicit

Evaluate information
- Bias
- Objectivity
- Emphasis
- Omissions
- Facts and opinions

Learning outcome

The learner will:

LO3   be able to use the writing techniques required to write continuous text

Assessment criteria

The learner can:

AC3.1 identify **correct grammar** in texts
      (Ws/L2.2)
AC3.2 identify **complex punctuation markers** needed so that meaning is clear
      (Ws/L2.4)
AC3.3 select **format** suitable for purpose
      (Wt/L2.4)
AC3.4 select **language** suitable for purpose and audience
      (Wt/L2.5)
AC3.5 select pronouns needed so that meaning is clear
      (Ws/L2.3)
AC3.6 spell **words** communicated orally
      (Ww/L2.1)

Range

Correct grammar
- Subject-verb agreements
- Correct use of tense
- Word forms
- Sentence structure

Complex punctuation markers
- Capital letters
- Full stops
- Commas
- Question marks
- Apostrophes
- Direct quotation marks
- Paragraphs

Format
- Article
- Business letter
- Memo

- Agenda
- Report

Language
- Formal
- Informal

Words
- Used most often in:
- Work
- Studies
- Daily life
- Technical

Appendix 1   Relationships to other qualifications

Links to other qualifications

The standards for GCSE English and Functional Skills English have been provided as guidance and suggest areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

These qualifications have links to the:

- Entry Level English Skills (Entry 3) (3847)
- Level 1 English Skills (3847)
- Level 2 English Skills (3847)

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw

Appendix 2   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 **Centre document library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:
- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds
provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre document library** also contains useful information on such things as:
- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.