

# ESOL Skills for Life (4692)

March 2024 Version 3.9

QUALIFICATION HANDBOOK



MATHS &  
ENGLISH

## Qualification at a glance

|                                       |   |
|---------------------------------------|---|
| <b>Subject area</b>                   | <b>Maths and English</b>  |
| <b>City &amp; Guilds number</b>       | 4692  |
| <b>Age group approved</b>             | all   |
| <b>Entry requirements</b>             | none  |
| <b>Assessment</b>                     | <p><b>Entry Level:</b> externally set by City &amp; Guilds and marked internally by centres.</p> <p><b>Levels 1-2 (Writing and Speaking and Listening):</b> externally set by City &amp; Guilds and marked internally by centres.</p> <p><b>Levels 1-2 (Reading):</b> externally set and marked by City &amp; Guilds.</p> |
| <b>Fast track</b>                     | Available for centres holding approval for the previous suite of City & Guilds ESOL Skills for Life (3692) qualifications at the time they closed (August 2014).  |
| <b>Support materials</b>              | Centre qualification handbook<br>Assessment packs (for internal assessments)  |
| <b>Registration and certification</b> | Consult the Walled Garden/Online Catalogue for last dates.  |

| <b>Version and date</b> | <b>Change detail</b>   | <b>Section</b>                              |
|-------------------------|--|---|
| 2.0 January 2015        | Recognising prior achievement  | <b>4 Assessment</b>                         |
| 27 February 2015        | Access Arrangements amended for Reading, Writing speaking & Listening and Applying for adjustments | <b>4 Assessment</b>                         |
| 24 June 2015            | Pass mark ranges added to the test specifications  | <b>4 Assessment</b>                         |
| 24 April 2017           | Clarified registration requirement   | <b>4 Assessment</b>                         |
| 3.4 September 2017      | Added TQT and GLH details  | <b>Qualification at a Glance, Structure</b> |
|                         | Deleted QCF  | <b>Throughout, Footer</b>                   |

|                |   |  |
|----------------|---|--|
| 3.7 April 2019 | Updated references to related City and Guilds qualifications. | <b>1 Introduction</b>                    |
|                | Updated changes in test spec and units                        | <b>Test spec and units (101 and 201)</b> |
| 3.8 June 2023  | Removed images and reformatted document to align to the left. | <b>Throughout document</b>               |
| 3.9 March 2024 | Update of Quality Assurance Statement                         | <b>Centre Requirements</b>               |

## Awards – single-mode qualifications

| <b>Title and level</b>   | <b>GLH</b> | <b>TQT</b> | <b>City &amp; Guilds number</b> | <b>Accreditation number</b> |
|--|------------|------------|---------------------------------|-----------------------------|
| Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)                | 76         | 90         | 4692-01                         | 601/4186/4                  |
| Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)                | 76         | 90         | 4692-01                         | 601/4187/6                  |
| Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) | 85         | 110        | 4692-01                         | 601/4188/8                  |
| Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)                | 76         | 90         | 4692-01                         | 601/4189/X                  |
| Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)                | 76         | 90         | 4692-01                         | 601/4190/6                  |
| Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) | 85         | 110        | 4692-01                         | 601/4191/8                  |
| Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)                | 55         | 90         | 4692-01                         | 601/4192/X                  |
| Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)                | 86         | 110        | 4692-01                         | 601/4193/1                  |
| Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) | 73         | 120        | 4692-01                         | 601/4194/3                  |
| Level 1 Award in ESOL Skills for Life (Reading)                              | 66         | 110        | 4692-01                         | 601/4195/5                  |
| Level 1 Award in ESOL Skills for Life (Writing)                              | 82         | 110        | 4692-01                         | 601/4196/7                  |
| Level 1 Award in ESOL Skills for Life (Speaking and Listening)               | 73         | 120        | 4692-01                         | 601/4197/9                  |
| Level 2 Award in ESOL Skills for Life (Reading)                              | 66         | 110        | 4692-01                         | 601/4198/0                  |
| Level 2 Award in ESOL Skills for Life (Writing)                              | 82         | 110        | 4692-01                         | 601/4199/2                  |
| Level 2 Award in ESOL Skills for Life (Speaking and Listening)               | 73         | 120        | 4692-01                         | 601/4200/5                  |

## Certificates – full-mode qualifications

| <b>Title and level</b>                                    | <b>GLH</b> | <b>TQT</b> | <b>City &amp; Guilds number</b> | <b>Accreditation number</b> |
|---|------------|------------|---------------------------------|-----------------------------|
| Entry Level Certificate in ESOL Skills for Life (Entry 1) | 204        | 290        | 4692-02<br>4692-92              | 601/4075/6                  |
| Entry Level Certificate in ESOL Skills for Life (Entry 2) | 204        | 290        | 4692-02<br>4692-92              | 601/4077/X                  |
| Entry Level Certificate in ESOL Skills for Life (Entry 3) | 210        | 320        | 4692-02<br>4692-92              | 601/4078/1                  |
| Level 1 Certificate in ESOL Skills for Life               | 221        | 340        | 4692-02<br>4692-92              | 601/4079/3                  |
| Level 2 Certificate in ESOL Skills for Life               | 221        | 340        | 4692-02<br>4692-92              | 601/4076/8                  |

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# Contents

|                     |   |           |
|---------------------|---|-----------|
| <b>1</b>            | <b>Introduction</b>   | <b>8</b>  |
|                     | Structure   | 9         |
|                     | Relationship with other City & Guilds maths and English qualifications                      | 13        |
| <b>2</b>            | <b>Centre requirements</b>  | <b>14</b> |
|                     | Approval  | 14        |
|                     | Resource requirements   | 15        |
|                     | Quality assurance   | 16        |
|                     | Learner entry requirements  | 16        |
| <b>3</b>            | <b>Delivering the qualification</b>   | <b>17</b> |
|                     | Initial assessment and induction  | 17        |
|                     | Support materials   | 17        |
| <b>4</b>            | <b>Assessment</b>   | <b>19</b> |
|                     | Summary of assessment models  | 19        |
|                     | Accessing the Reading tests at Levels 1 and 2   | 21        |
|                     | Specifications for Reading tests at levels 1 and 2  | 22        |
|                     | Obtaining, storing and administering the internally-assessed assignments                    | 24        |
|                     | Access arrangements and permitted reasonable adjustments                                    | 27        |
|                     | Recognising prior achievement of ESOL Skills for Life assessments from other qualifications | 30        |
| <b>5</b>            | <b>Units</b>  | <b>33</b> |
| <b>Unit 011</b>     | <b>Reading to obtain information</b>  | <b>34</b> |
| <b>Unit 012</b>     | <b>Writing to convey information</b>  | <b>37</b> |
| <b>Unit 013</b>     | <b>Speaking and listening to obtain and convey information</b>                              | <b>40</b> |
| <b>Unit 021</b>     | <b>Reading to obtain information</b>  | <b>44</b> |
| <b>Unit 022</b>     | <b>Writing to convey information</b>  | <b>47</b> |
| <b>Unit 023</b>     | <b>Speaking and listening to obtain and convey information</b>                              | <b>50</b> |
| <b>Unit 031</b>     | <b>Reading to obtain information</b>  | <b>54</b> |
| <b>Unit 032</b>     | <b>Writing to convey information</b>  | <b>58</b> |
| <b>Unit 033</b>     | <b>Speaking and listening to obtain and convey information</b>                              | <b>61</b> |
| <b>Unit 101/501</b> | <b>Reading to obtain information</b>  | <b>65</b> |
| <b>Unit 102</b>     | <b>Writing to convey information</b>  | <b>69</b> |
| <b>Unit 103</b>     | <b>Speaking and listening to obtain and convey information</b>                              | <b>72</b> |
| <b>Unit 201/601</b> | <b>Reading to obtain information</b>  | <b>76</b> |
| <b>Unit 202</b>     | <b>Writing to convey information</b>  | <b>80</b> |
| <b>Unit 203</b>     | <b>Speaking and listening to obtain and convey information</b>                              | <b>84</b> |
| <b>Appendix 1</b>   | <b>Sources of general information</b>   | <b>89</b> |

# 1 Introduction

This document tells you what you need to do to deliver the qualifications:

| <b>Area</b>                                   | <b>Description</b>   |
|---|--|
| Who are the qualifications for?               | These qualifications are for learners living in the UK for whom English is a second or additional language.  |
| What do the qualifications cover?             | These qualifications cover the linguistic modes of reading, writing, speaking and listening, as defined by the National Standards for Adult Literacy. They align with the Adult ESOL Core Curriculum.  |
| Who did we develop the qualification with?    | These qualifications have been developed in association with a range of providers and employers.   |
| What opportunities for progression are there? | These qualifications allow learners to focus their English language development on Reading, Writing or Speaking and Listening, as well as enabling them to gain a full-mode qualification covering all of these.<br>The qualifications are available across five levels (Entry 1 to Level 2), allowing progression through the levels. |

Learners may progress from these qualifications to:

- further qualifications in English (eg Functional Skills, Essential Skills Communication or GCSE)
- other City & Guilds qualifications (eg in a particular vocational area or to support employability and personal/professional development).

Acquiring English language skills to communicate effectively may also help learners to seek employment.



## Structure

### Single-mode (Award-sized) qualifications

Each single-mode qualification consists of a single mandatory unit. The units and credit values applicable to each qualification are detailed below:

| Qualification  | Unit title  | City & Guilds unit number | Credit value |
|--|---|---------------------------|--------------|
| Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)                | Reading to obtain information                           | 4692-011                  | 9            |
| Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)                | Writing to convey information                           | 4692-012                  | 9            |
| Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) | Speaking and listening to obtain and convey information | 4692-013                  | 11           |
| Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)                | Reading to obtain information                           | 4692-021                  | 9            |
| Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)                | Writing to convey information                           | 4692-022                  | 9            |
| Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) | Speaking and listening to obtain and convey information | 4692-023                  | 11           |
| Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)                | Reading to obtain information                           | 4692-031                  | 9            |
| Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)                | Writing to convey information                           | 4692-032                  | 11           |
| Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) | Speaking and listening to obtain and convey information | 4692-033                  | 12           |
| Level 1 Award in ESOL Skills for Life (Reading)                              | Reading to obtain information                           | 4692-101                  | 11           |
| Level 1 Award in ESOL Skills for Life (Writing)                              | Writing to convey information                           | 4692-102                  | 11           |
| Level 1 Award in ESOL Skills for Life (Speaking and Listening)               | Speaking and listening to obtain and convey information | 4692-103                  | 12           |
| Level 2 Award in ESOL Skills for Life (Reading)                              | Reading to obtain information                           | 4692-201                  | 11           |
| Level 2 Award in ESOL Skills for Life (Writing)                              | Writing to convey information                           | 4692-202                  | 11           |
| Level 2 Award in ESOL Skills for Life (Speaking and Listening)               | Speaking and listening to obtain and convey information | 4692-203                  | 12           |

### Full-mode (Certificate-sized) qualifications

The full-mode qualifications each require completion of all three mode units **at the level of the qualification or higher**. The rules of combination applicable to each qualification are detailed below:

| <b>Qualification</b>                                      | <b>Minimum units required</b>  | <b>Minimum credits required</b> |
|---|--|---------------------------------|
| Entry Level Certificate in ESOL Skills for Life (Entry 1) | One unit in <b>Reading</b> at Entry 1 or higher:<br>4692-011, -021, -031, (-101 or -501), (-201 or -601)<br>plus one unit in <b>Writing</b> at Entry 1 or higher:<br>4692-012, -022, -032, -102 or -202<br>plus one unit in <b>Speaking and Listening</b> at Entry 1 or higher:<br>4692-013, -023, -033, -103 or -203<br>(including <b>at least</b> one unit <b>at</b> Entry 1:<br>4692-011, -012 or -013)<br>plus certification module 4692-901 | 29                              |
| Entry Level Certificate in ESOL Skills for Life (Entry 2) | One unit in <b>Reading</b> at Entry 2 or higher:<br>4692-021, -031, (-101 or -501), (-201 or -601)<br>plus one unit in <b>Writing</b> at Entry 2 or higher:<br>4692-022, -032, -102 or -202<br>plus one unit in <b>Speaking and Listening</b> at Entry 2 or higher:<br>4692-023, -033, -103 or -203<br>(including <b>at least</b> one unit <b>at</b> Entry 2:<br>4692-021, -022 or -023)<br>plus certification module 4692-902                   | 29                              |
| Entry Level Certificate in ESOL Skills for Life (Entry 3) | One unit in <b>Reading</b> at Entry 3 or higher:<br>4692-031, (-101 or -501), (-201 or -601)<br>plus one unit in <b>Writing</b> at Entry 3 or higher:<br>4692-032, -102 or -202<br>plus one unit in <b>Speaking and Listening</b> at Entry 3 or higher:<br>4692-033, -103 or -203<br>(including <b>at least</b> one unit <b>at</b> Entry 3:<br>4692-031, -032 or -033)<br>plus certification module 4692-903                                     | 32                              |
| Level 1 Certificate in ESOL Skills for Life               | One unit in <b>Reading</b> at Level 1 or higher:<br>4692(-101 or -501), (-201 or -601)<br>plus one unit in <b>Writing</b> at Level 1 or higher:<br>4692-102 or -202<br>plus one unit in <b>Speaking and Listening</b> at Level 1 or higher:<br>4692-103 or -203<br>(including <b>at least</b> one unit <b>at</b> Level 1:<br>4692(-101 or -501), (-102 or -103)<br>plus certification module 4692-904  | 34                              |
| Level 2 Certificate in ESOL Skills for Life               | One unit in <b>Reading</b> at Level 2:<br>4692-201 or -601<br>plus one unit in <b>Writing</b> at Level 2:<br>4692-202<br>plus one unit in <b>Speaking and Listening</b> at Level 2:  | 34                              |

| <b>Qualification</b> | <b>Minimum units required</b>                  | <b>Minimum credits required</b> |
|----------------------|--|---------------------------------|
|                      | 4692-203<br>plus certification module 4692-905 |                                 |

**Note:** To claim prior achievement for a unit the corresponding proxy unit number should be used when submitting results. Please see page 32 for further details.

## **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 both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

| <b>Title and level</b>   | <b>GLH</b> | <b>TQT</b> |
|--|------------|------------|
| Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)                | 76         | 90         |
| Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)                | 76         | 90         |
| Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) | 85         | 110        |
| Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)                | 76         | 90         |
| Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)                | 76         | 90         |
| Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) | 85         | 110        |
| Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)                | 55         | 90         |
| Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)                | 86         | 110        |
| Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) | 73         | 120        |
| Level 1 Award in ESOL Skills for Life (Reading)                              | 66         | 110        |
| Level 1 Award in ESOL Skills for Life (Writing)                              | 82         | 110        |
| Level 1 Award in ESOL Skills for Life (Speaking and Listening)               | 73         | 120        |
| Level 2 Award in ESOL Skills for Life (Reading)                              | 66         | 110        |
| Level 2 Award in ESOL Skills for Life (Writing)                              | 82         | 110        |
| Level 2 Award in ESOL Skills for Life (Speaking and Listening)               | 73         | 120        |
| Entry Level Certificate in ESOL Skills for Life (Entry 1)                    | 204        | 290        |

|   |     |     |
|---|-----|-----|
| Entry Level Certificate in ESOL Skills for Life (Entry 2) | 204 | 290 |
| Entry Level Certificate in ESOL Skills for Life (Entry 3) | 210 | 320 |
| Level 1 Certificate in ESOL Skills for Life               | 221 | 340 |
| Level 2 Certificate in ESOL Skills for Life               | 221 | 340 |

## Relationship with other City & Guilds maths and English qualifications

In addition to the ESOL Skills for Life qualifications, City & Guilds offers a range of other qualification suites to support the development of English (language and literacy) and mathematics:

### England:

- English/Mathematics Skills (3847)
- Principles of Using English/Mathematics (3844)
- Functional Skills (3748)

### Northern Ireland

- Essential Skills (NI) (4800)

### Wales

- Essential Skills for Work and Life (3846)
- Essential Skills Wales (3868)

For further details about each of these qualifications, as well as our range of maths and English teaching and learning resources, please visit [www.cityandguilds.com/mathsandenglish](http://www.cityandguilds.com/mathsandenglish).

## 2 Centre requirements

### Approval

Both centre and qualification approval must be gained before these qualifications may be delivered. Prospective centres should note the following additional approval conditions.

### Eligibility for qualification approval

The ESOL Skills for Life qualifications are only available to centres and learners based within the United Kingdom. Any UK-based organisations needing to conduct assessments outside of the UK for operational reasons (eg HM Forces) must agree this **in advance** with City & Guilds.

Any centre offering these qualifications must be subject to public inspection (eg by Ofsted, ETI, Estyn or HMIE, as applicable) or, if the centre's ESOL provision is not subject to inspection (eg because no public funding is being sought), City & Guilds may at its discretion accept independent monitoring of the centre's teaching and learning by an alternative external organisation, such as the Accreditation Service for International Colleges (ASIC) or Accreditation Body for Language Services (ABLS).

Any such alternatives must be agreed **in advance** with the centre's managing City & Guilds Quality team. The scope of any external inspection/monitoring activity must include all of the centre's provision that leads to these qualifications.

### Approval arrangements for centres offering previous ESOL Skills for Life (3692) qualifications

Provided your centre has current approval and has offered City & Guilds' previous suite of ESOL Skills for Life qualifications (3692) within the last two years, you will be approved automatically to register learners for the 4692 suite of qualifications.

Centre staff should familiarise themselves with the structure, content and assessment requirements of these qualifications, noting all variations from 3692.

### Approval arrangements for other City & Guilds centres

To offer these qualifications, centres will need to gain qualification approval through the standard Qualification Approval Process. Please refer to the Centre Manual - *Supporting Customer Excellence* for further information.

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

### Approval arrangements for non-City & Guilds centres

To offer these qualifications, new centres will need to gain **both** centre and qualification approval. Please refer to the Centre Manual - *Supporting Customer Excellence* for further information.

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

## Resource requirements

### Centre staffing

Centre staff delivering these qualifications must demonstrate:

- that they have a detailed understanding of the **Adult ESOL Core Curriculum** and the National Standards for Adult Literacy
- (for any internal assessments) that they fully understand, and are able to apply, the relevant marking/assessment criteria.

City & Guilds strongly recommends that any staff involved in the delivery of these qualifications should work towards a recognised teacher training qualification and/or ESOL subject specialist teaching qualification. Depending on the delivery setting/location, this might be necessary to obtain public funding.

### Internal assessment – key roles

The following units from these qualifications are assessed **internally**:

- all units at Entry Levels 1, 2 and 3
- Writing units at Levels 1 and 2
- Speaking and Listening units at Levels 1 and 2.

To meet the quality assurance requirements for these units, the centre must ensure that each of the following roles is undertaken:

- Head of Centre
- Centre Contact
- Internal Quality Assurance Co-ordinator (IQAC) (if more than one Qualification Co-ordinator)
- Qualification Co-ordinator(s)
- Assessor(s)
- Interlocutor(s) (for any Speaking and Listening assessments).

An **interlocutor** is responsible for facilitating discussion with the candidate during Speaking and Listening assessments. Each of the other above roles is defined in the Centre Manual - *Supporting Customer Excellence*.

Any centre staff actively involved in the assessment of these qualifications (eg as an assessor, interlocutor or internal quality assurer) will need to demonstrate their understanding of the standards/curriculum, assessment and the assessment part of the qualification approval process.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

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

For further details about the internal assessment process, please see 'Obtaining, storing and administering the internally-assessed assignments' from page 25.

### External assessment – key roles

The following units of these qualifications are assessed **externally**:

- Reading at levels 1 and 2.

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

- Head of Centre
- Centre Contact
- Examinations Invigilator.

Each of these roles is defined in the Centre Manual - *Supporting Customer Excellence*.

In practice, there will almost always be more than one invigilator within the centre, and in large organisations this activity will often be co-ordinated by a centralised examinations officer/team. Nevertheless, the Centre Contact remains the formal point of accountability, and it is crucial for that person to have clear oversight of all of the centre's internal **and** external assessment activity.

For further details about the external assessment process, please see 'Accessing the Reading tests at Levels 1 and 2', from page 21.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that delivery, mentoring, training, assessment and verification are in line with best practice, taking 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.

### **Learner entry requirements**

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

### **Age restrictions**

There are no age restrictions for these qualifications, however they are intended for learners over the age of 14.



## 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:

- their current English language capabilities and areas for development
- any ESOL or other English language qualifications/units they may have completed previously
- the ESOL Skills for Life qualification(s) and level(s) they should work towards
- any other qualifications that may be appropriate, eg in mathematics, employability or a particular vocational area.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the ESOL Skills for Life qualification(s) they work towards, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

In addition to this handbook, the following resources are available for these qualifications:

| Description   | How to access   |
|---|---|
| Adult ESOL Core Curriculum  |   |
| Sample Entry Level assignments  |   |
| Sample Level 1-2 Writing and Speaking and Listening assignments   | ESOL Skills for Life (4692) qualifications webpage ( <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> ) |
| Sample Level 1-2 Reading tests and sample multiple choice answer sheet                                      |   |
| Maths and English e-Toolkit: a range of digital teaching and learning resources (see further details below) | via SmartScreen.co.uk (NB: a subscription is required to access some resources)   |

## Maths and English e-Toolkit: digital teaching and learning resources

City & Guilds provides a wealth of teaching and learning resources designed to support the development of maths and English.

Developed in collaboration with City & Guilds Kineo, the leading global e-learning services company, the resources bring maths and English learning to life, helping tutors to deliver fresh and engaging lessons and ensure their learners receive flexible, tailored and relevant learning.

The materials are aligned to the National Standards for Adult Numeracy and Literacy, and are available from Entry 1 to Level 2. They are deliberately **not qualification-specific**, so can be used to support language/literacy/numeracy learning in almost any setting – regardless of any particular qualifications that learners might be aiming to complete.

### Resources for tutors include:

- live tutor community for sharing best practice
- delivery plans for every sub-topic
- tutor guides and recommended resources
- interactive activities complete with guidance sheets
- audio and video clips that enhance lesson plans
- easy access to qualification advisors and consultants.

### Resources for learners include:

- interactive activities complete with guidance sheets
- recommended resources to help make learning easier
- e-learning (for desktop and mobile devices)
- audio and video clips that really bring topics to life
- quizzes, revision videos and cards add variety and interest.

In addition to the teaching and learning resources, an **initial and diagnostic assessment** tool is also available as part of the e-Toolkit.

For further information about the e-Toolkit, including sample content, please visit [www.cityandguilds.com/mathsandenglish](http://www.cityandguilds.com/mathsandenglish).

## 4 Assessment

### Summary of assessment models

Depending on the unit and level being attempted, assessment is either

- **externally** assessed by City & Guilds (via a test); or
- **internally** assessed by the centre (via an assignment set by City & Guilds), with internal quality assurance by the centre and external quality assurance by City & Guilds.

Please note all learners **must** be registered for this qualification prior to beginning their assessment.

Both the external and internal and assessments:

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

### The following units are externally assessed:

| City & Guilds unit number               | Level   | Unit title                    | How to access assignments   |
|---|---------|-------------------------------|---|
| 4692-101 (paper)<br>4692-501 (onscreen) | Level 1 | Reading to obtain information | The test is available either as a paper-delivered test or as an onscreen test.<br>See 'Accessing the Reading tests at Levels 1 and 2' (from page 22) for further details. |
| 4692-201 (paper)<br>4692-601 (onscreen) | Level 2 | Reading to obtain information |   |

**The following units are internally assessed:**

| <b>City &amp; Guilds unit number</b> | <b>Level</b> | <b>Unit title</b>                                       | <b>How to access assignments</b>  |
|--------------------------------------|--------------|---|---|
| 4692-011                             |              | Reading to obtain information                           |   |
| 4692-012                             |              | Writing to convey information                           |   |
| 4692-013                             | Entry 1      | Speaking and listening to obtain and convey information |   |
| 4692-021                             |              | Reading to obtain information                           |   |
| 4692-022                             |              | Writing to convey information                           |   |
| 4692-023                             | Entry 2      | Speaking and listening to obtain and convey information | All live assignments are available to download from the ESOL Skills for Life (4692) qualifications webpage ( <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> ).<br>A password is required to access these documents – available from the Catalogue page on City & Guilds' Walled Garden. |
| 4692-031                             |              | Reading to obtain information                           |   |
| 4692-032                             |              | Writing to convey information                           |   |
| 4692-033                             | Entry 3      | Speaking and listening to obtain and convey information | See 'Obtaining, storing and administering the internally-assessed assignments' (from page 25) for further details.  |
| 4692-102                             |              | Writing to convey information                           |   |
| 4692-103                             | Level 1      | Speaking and listening to obtain and convey information |   |
| 4692-202                             |              | Writing to convey information                           |   |
| 4692-203                             | Level 2      | Speaking and listening to obtain and convey information |   |

## Accessing the Reading tests at Levels 1 and 2

The externally-assessed Reading tests are available in two formats:

- **Named on Demand (paper delivery)**

The Named on Demand (NoD) model involves the use of paper-based assessment materials. There are no fixed assessment 'windows', although each assessment sitting must be pre-booked.

- **Onscreen delivery (via the e-volve system)**

The onscreen model involves assessments delivered and completed entirely within *e-volve*, City & Guilds' onscreen assessment platform.

As with Named on Demand, there are no fixed assessment 'windows', and each assessment must be pre-booked (this can be as little as 30 minutes before it takes place). Candidates' work is sent **directly** from the *e-volve* system to City & Guilds for marking.

### Choosing the right model

It is important to appreciate that neither of these delivery models will necessarily suit all candidates, eg some might be more accustomed to reading documents on paper than onscreen, whereas others may find an onscreen assessment less intimidating than a paper 'exam'. When deciding which model to use, centre staff should think carefully about the individual needs and preferences of their learners rather than necessarily choosing the model that is administratively more convenient for the centre.

In particular it is important to appreciate that *e-volve* is a 'closed' system and consequently has far less in-built scope for presentational adjustments to accommodate candidates with specific access requirements.

There is no need to specify in advance (other than when booking assessments) whether candidates intend to use Named on Demand or Onscreen delivery

## Specifications for Reading tests at levels 1 and 2

**Level 1** (4692-101 / 4692-501)

**Duration:** 1 hour

**Format:** Multiple Choice (1 mark per question)

| <b>Learning Outcome</b>                           | <b>Assessment Criteria</b>   | <b>Number of marks/ questions</b> | <b>Facility Value</b> |
|---|--|-----------------------------------|-----------------------|
| 1. Read a range of texts for different purposes.  | 1.1 trace the main events of a range of <b>texts</b>                                   | 13-16                             | 80                    |
|   | 1.2 distinguish between the different <b>purposes</b> of texts                         |                                   |                       |
|   | 1.3 use <b>organisational and structural features</b> to extract information from text |                                   |                       |
|   | 1.4 scan texts to locate information   |                                   |                       |
|   | 1.5 read to obtain specific detail   |                                   |                       |
| 2. Apply principles of text when reading.         | 2.1 identify <b>grammatical features</b> and purpose in text                           | 18-20                             | 70                    |
|   | 2.2 use <b>strategies</b> to work out the meaning of words                             |                                   |                       |
|   | 2.3 identify <b>punctuation features</b> and purpose in text                           |                                   |                       |
| 3. Use strategies to locate text and information. | 3.1 use <b>reference material</b> to obtain information                                | 6-8                               | 60                    |
|   | 3.2 use <b>features</b> of text to locate information                                  |                                   |                       |
|   |  | <b>40</b>                         |                       |

### Pass Marks

The pass range for these tests is between 24 and 27 depending on the version issued. All grades are set using stringent boundary setting criteria.

**Level 2** (4692-201 / 4692-601)

**Duration:** 1 hour

**Format:** Multiple Choice (1 mark per question)

| <b>Learning Outcome</b>                          | <b>Assessment Criteria</b>   | <b>Number of marks/ questions</b> | <b>Facility Value</b> |
|--|--|-----------------------------------|-----------------------|
| 1. Read a range of texts for different purposes  | 1.1 trace the main events of a range of <b>texts</b>                       | 20-23                             | 80                    |
|  | 1.2 distinguish between the different <b>purposes</b> of a range of texts  |                                   |                       |
|  | 1.3 read critically to <b>evaluate</b> information from a variety of texts |                                   |                       |
|  | 1.4 scan texts to locate information                                       |                                   |                       |
|  | 1.5 read to obtain specific detail   |                                   |                       |
|  | 1.6 read an argument and identify the points of view                       |                                   |                       |
| 2. Apply principles of text when reading         | 2.1 identify <b>grammatical features</b> and purpose in text               | 14-16                             | 70                    |
|  | 2.2 identify <b>punctuation features</b> and purpose in text               |                                   |                       |
|  | 2.3 use <b>strategies</b> to work out the meaning of words                 |                                   |                       |
| 3. Use strategies to locate text and information | 3.1 use <b>reference material</b> to obtain information                    | 3-5                               | 60                    |
|  | 3.2 use organisational <b>systems</b> to locate information                |                                   |                       |
|  | 3.3 use the organisational <b>features</b> of text to locate information   |                                   |                       |
|  |  | <b>40</b>                         |                       |

### Pass Marks

The pass range for these tests is between 25 and 29 depending on the version issued. All grades are set using stringent boundary setting criteria.

## Obtaining, storing and administering the internally-assessed assignments

All live assignment documents can be downloaded from the ESOL Skills for Life qualifications webpage. They are located within a section of the webpage marked 'Assessment Materials' and organised by **level**.

Please ensure that only the **live** materials are used to carry out candidate assessments. The sample assignments are intended for assessment preparation/practice or staff training purposes.

In each case several assignment titles are available; they cover a range of topics, and it is expected that centres will select the title(s) most likely to engage their learners' interest. Nevertheless, candidates must not under any circumstances be coached on the topic before the assessment takes place, and all **live** material must be presented unseen.

The documents relating to each assignment title are contained within a password-protected .zip folder (passwords can be found on the relevant Catalogue pages on City & Guilds' Walled Garden). Centres can download these assignments and store them locally, however they must be aware that assignments are updated and replaced at regular intervals; it is essential that live assessments are **always** conducted using the most up-to-date version.

The Centre Contact must ensure that there are adequate internal controls on access to the live assignment bank, although it should be appreciated that Assessors, Qualification Co-ordinators and, if applicable, the Internal Quality Assurance Co-ordinator (IQAC) will require regular and ongoing access to the complete range of live assignments – partly so they can select titles appropriately, but also to facilitate internal standardisation.

Whilst it is understood that centres will need to download and store hard copies of the assignment documents locally in the immediate period before assessments take place, this should be kept to a minimum and centres should not 'stockpile' large quantities of these documents. All hard and electronic copies of the materials must be stored **securely** at all times.

Each assignment title comprises at least two documents:

- **Candidate's Paper**  
for the candidate to complete
- **Assessment Pack**  
for use by Assessors, Qualification Co-ordinators and IQACs.

All of the assignment documents are designed to be printed double-sided, and where possible this should be enabled – for environmental reasons, as well as to make the documents easier to use. The documents must be printed on A4 paper to their **exact intended size** (with printer page scaling set to 'None' rather than 'Shrink to printable area' or 'Fit to printable area'). Not doing so is likely to distort any graphics or diagrams included within these documents. If the Candidate's Paper needs to be enlarged for Access reasons, the candidate must also be given an 'actual size' copy of the paper as well – or, at the very least, any pages on which graphics or diagrams appear.

## Conducting the assignments

Conduct arrangements for each individual assignment are described more fully in the relevant Assessment Pack. The following general points apply to **all** assignments:

1. **Assignments are summative and completed 'when ready'**  
They should only be attempted once the candidate is deemed to have the skills and knowledge necessary to achieve. There is no requirement to notify City & Guilds each time an assessment takes place, although the management of these assessments will be monitored



by City & Guilds as part of the External Quality Assurance process (see 'Quality Assurance', p28)

**2. Assignments must be completed under supervised conditions**

This is distinct from formal examination conditions. For example, it is assumed the assessment will take place in the candidate's normal learning environment and, in some cases, the assignment need not be completed in one sitting. Supervision (by the assessor, interlocutor or another responsible adult) must be continuous.

**3. Assessments may (sometimes) be completed over more than one session**

Where applicable, the Assessment Pack sets out how this is possible. If assessments are run over more than one session, these must be consecutive (with no teaching or preparation in between), but not necessarily on the same day. Candidates must not take any work away between assessment sessions.

**4. Candidates need only complete one assignment for each unit they are working towards**

All activities must be completed to the required standard.

**5. Candidates must attempt a different assignment title if re-sitting or progressing to the next level**

There is no minimum time between assessment attempts, although where candidates have been unsuccessful in any part of the assignment, they will need adequate opportunity for further practice in the relevant skills.

**6. Assessors must read the detailed guidance specific to each assignment title**

This is contained in the Assessment Pack and includes details of any materials or equipment candidates will require, as well as marking guidance and the mark scheme.

**7. All materials must be collected in after the assessment**

Candidates must not be allowed to retain any live assessment material. They may be shown their work in the course of receiving feedback from their Assessor, although they must not be allowed to keep or copy this. Any completed assignments and assessment records must be stored securely whilst being retained for Internal/External Quality Assurance (IQA/EQA) purposes, after which they should be destroyed.

**8. The 'Access to Assessment and Qualifications' section of City & Guilds' website sets out procedural arrangements for applying adjustments to assignments where candidates are entitled and eligible for this.**

See the 'Access arrangements and permitted reasonable adjustments' section of this handbook, from page 28, for details of the range of permitted reasonable adjustments applicable to each unit (eg candidates completing a unit in Reading **cannot** be assisted by a human reader).

The initial assessment process should identify any reasonable adjustments potentially needed during final assessment. These might involve presentational changes to the assignment materials and/or assistance with peripheral activity that does not form part of the assessment. However, any adjustments must not preclude candidates from **independent** achievement of the required standard.

**The Interlocutor versus Assessor role in Speaking and Listening assessments**

The Interlocutor role (responsible for facilitating discussion with the candidate) is distinct from that of an Assessor (responsible for making assessment decisions about each candidate).

Each role should be performed by different people with both present in the room whilst any Speaking and Listening assignments are taking place. However, it is also acceptable for the same person to fulfil both roles, providing they are not carried out simultaneously (eg if the assessment documentation is completed retrospectively, with audio recordings of each discussion used to help confirm assessment decisions).

In all cases candidates must be supervised by the interlocutor, assessor or another responsible adult throughout their Speaking and Listening assessment.

## Quality Assurance

Any internal assessments are subject to City & Guilds' Internal and External Quality Assurance (IQA/EQA) process. This is described in the document Centre Manual - *Supporting Customer Excellence*.

The purpose of the IQA process is to affirm the correctness and consistency of assessment decisions rather than to re-assess, although in practice the nature of any standardisation/sampling activity associated with these assignments will need to focus especially on ensuring marking schemes/criteria are applied correctly and assessments take place under the required conditions. When planning their IQA activity, centres should also give due consideration to the characteristics of their ESOL Skills for Life provision (eg range of sites, departments, staff and learners involved, internal decision-making processes) and ensure that their sampling strategies follow the principles known as 'CAMERA' (Candidates, Assessors, Methods of assessment, Evidence or Elements, Records, Assessment sites).

## Access arrangements and permitted reasonable adjustments

The ESOL Skills for Life qualifications are designed to measure learners' ability to communicate effectively and independently through the medium of English. It is therefore crucial that learners undergo a rigorous process of initial assessment to ensure they are personally capable of meeting the required standard for any ESOL Skills for Life units they work towards.

The qualifications' assessments are designed to be inclusive and reflect common variations in learners' normal methods of working, although some candidates may still require specific reasonable adjustments to the presentation of assessment materials and/or the assessment environment to allow for particular methods of working.

The following inclusion statements set out the scope of any permitted reasonable adjustments which might be considered for each linguistic mode without compromising the purpose of these qualifications.

## Reading

The Reading units each require learners to obtain information from text in the medium of English. 'Text' is defined as including words that are written, printed, onscreen or in Braille.

Learners must be able to decode and indicate their understanding of texts independently and without third party assistance, although in doing so they may deploy their normal methods of working where these involve using routinely available equipment and do not compromise independent achievement of the assessment criteria.

For example, it would be acceptable for candidates to use screen reading technology if this is how they would normally read written documents and they are able to do so to the standard required by the assessment criteria. It would **not** be acceptable for candidates to be supported by a human reader.

The table below indicates the permitted range of adjustments that **might** be considered. Please note learners may have access to dictionaries (mono- or bilingual) as a matter of course, and there is no inherent requirement to write (as long as responses are captured in an auditable form and are clearly authentic).

| <b>Access Arrangement</b>                           | <b>Permitted?</b> |
|---|-------------------|
| Additional time                                     | Yes               |
| Human reader  | No                |
| Computer/screen reader (assistive technology)       | Yes               |
| Oral Language Modifier                              | No                |
| Sign Language Interpreter                           | No                |
| Human scribe  | Yes               |
| Voice recognition technology (assistive technology) | Yes               |
| Transcript  | Yes               |
| Practical assistant                                 | Yes               |
| Modified materials (including Braille)              | Yes               |

## Writing

The Writing units each require learners to convey information via text in the medium of English. 'Text' is defined as words that are written, printed, onscreen or in Braille, and which are presented in a way that is accessible for the intended audience.

Learners must be able to construct text independently and without third party assistance, although in doing so they may deploy their normal methods of working where these involve using routinely available equipment and do not compromise independent achievement of the assessment criteria.

For example, it would be acceptable for candidates to use voice recognition technology if this is how they would normally produce written documents and are able to operate this equipment to the level of accuracy required by the assessment criteria. It would **not** be acceptable for candidates to be supported by a human scribe.

The table below indicates the permitted range of adjustments that **might** be considered. Please note learners may have access to dictionaries (mono- or bilingual) as a matter of course, and there is no inherent requirement to hand-write (eg text could be created using a word-processor or assistive technology).

| <b>Access Arrangement</b>                           | <b>Permitted?</b> |
|---|-------------------|
| Additional time                                     | Yes               |
| Reader (including computer)                         | Yes               |
| Oral Language Modifier                              | Yes               |
| Sign Language Interpreter                           | Yes               |
| Human scribe  | No                |
| Voice recognition technology (assistive technology) | Yes               |
| Transcript  | Yes               |
| Practical assistant                                 | Yes               |
| Modified materials (including Braille)              | Yes               |

## Speaking and Listening

The Speaking and Listening units each require learners to obtain and convey information via non-written communication in the medium of English. No other languages (including sign languages, such as BSL) may be used and any exchanges should normally be conducted face-to-face.

The table below indicates the permitted range of adjustments that **might** be considered. Please note learners may have access to dictionaries (mono- or bilingual) as a matter of course, and there is no inherent requirement to read or write (as long as responses are captured in an auditable form and are clearly authentic).

| <b>Access Arrangement</b>              | <b>Permitted?</b> |
|--|-------------------|
| Additional time                        | Yes               |
| Reader (including computer)            | Yes               |
| Sign Language Interpreter              | No                |
| Scribe (including voice recognition)   | Yes               |
| Practical assistant                    | Yes               |
| Modified materials (including Braille) | Yes               |

## Applying for adjustments

General guidance on the process for applying for formal adjustments/modifications can be found in the

**Access Arrangements and Reasonable Adjustments** pages on City & Guilds' website. Centres can contact our Access Arrangements team on **policy@cityandguilds.com** or **020 72942772**.

## Adjustments to external assessments

Centres must apply for access arrangements for the externally marked Reading tests at Levels 1 and 2 where candidates. This includes:

- additional time
- scribes
- modified question papers (e.g. enlarged print, Braille, non interactive electronic question papers)

the externally marked Reading tests at Levels 1 and 2 where candidates:

- are entitled to additional time
- require the test to be presented in a particular format (eg enlarged print, Braille, compatible with accessibility software).

Where candidates' normal way of working involves the use of accessibility tools, such as screen readers or magnifiers, centres should contact our Access Arrangements team (**policy@cityandguilds.com** or 020 7294 2772) to arrange for the test to be provided in a compatible format. For administrative purposes these assessments will be processed via the Named on Demand system, even though the content of the test is provided electronically.

Because e-volve is hosted within SecureAssess, a 'closed' platform that blocks access to most external applications and plug-ins whilst in use, only a limited range of presentational adjustments are possible where assessments are taken using the e-volve system. Where the in-built presentational adjustments are not sufficient to meet a particular candidate's needs, the assessment will need to be requested separately from City & Guilds.

When scheduling assessments on e-volve, it is possible to arrange time extensions where candidates are entitled to additional time (click the 'Show' button whilst on the assessment selection screen to display the additional fields). Centres must apply for permission and gain approval before scheduling tests with extra time.

### **Adjustments to internal assessments**

In the case of the internally assessed units, centres do not need to apply for access arrangements, but should make sure their EQA is aware.

Most of the other permitted adjustments described above may be arranged locally, although the management of any access arrangements will be monitored by City & Guilds as part of the External Quality Assurance process (see 'Quality Assurance', page 28).

### **Recognising prior achievement of ESOL Skills for Life assessments from other qualifications**

Whilst it is only possible to achieve the single-mode (Award-sized) qualifications by completing the relevant City & Guilds ESOL Skills for Life unit assessment, prior achievement of the following may be recognised for the purpose of achieving the **full-mode** (Certificate-sized) qualifications:

- individual components of the previous City & Guilds ESOL Skills for Life qualifications (3692)
- individual components from other awarding organisations' previous (NQF-based) ESOL Skills for Life qualifications
- individual units from other awarding organisations' current ESOL Skills for Life qualifications

### **Administrative arrangements for checking and claiming prior achievement**

Whilst prior achievement of individual components from other ESOL Skills for Life qualifications may be counted towards the Certificate-sized ESOL Skills for Life qualifications *in lieu of* the relevant City & Guilds ESOL Skills for Life units, it is important to appreciate that this does **not** constitute achievement of these units, nor does it reflect their associated credit values. Where public funding is being sought, particular care should be taken to ensure double funding is not claimed in respect of learners' previous achievements.

The process of checking and claiming prior achievements must be overseen by the Centre Contact and monitored as part of the centre's Internal Quality Assurance (see 'Resource requirements', page 16, and 'Quality Assurance', page 28, for further details). Any learners seeking to bring forward prior achievements must be registered as a City & Guilds ESOL Skills for Life candidate using the full-mode qualifications 'top up' route (**4692-92**). In all cases **at least one** of the three modes required for certification (eg one of Reading, Writing or Speaking and Listening) must be achieved by completing the relevant City & Guilds ESOL Skills for Life (4692) unit assessment; prior achievement may be accepted in lieu of up to two of the remaining units.

Any proposed prior achievement claims must be checked and signed off by a Qualification Co-ordinator (or other person within the centre acting with the full authority of the Centre Contact). Achievements in each case **must** be evidenced by a unit/qualification certificate or official results statement (paper or electronic) from the issuing awarding organisation, that includes details of:

- the learner – ideally this should include a Unique Learner Number (ULN)
- the awarding organisation
- the component/unit (ie in Reading, Writing or Speaking and Listening) and level achieved
- when it was awarded.

An audit trail of the checking process must be available for scrutiny by City & Guilds as part of the External Quality Assurance (EQA) monitoring process.

Once each prior achievement has been checked and confirmed as bona fide, a Results Entry claim should be made to City & Guilds using the relevant 'proxy' module listed below:

| <b>Module number</b> | <b>Proxy Module number</b> | <b>Use when recording</b>   |
|----------------------|----------------------------|---|
| 4692-011             | 4692-311                   | Reading at Entry 1 (prior achievement from other ESOL Skills for Life qualification)                |
| 4692-012             | 4692-312                   | Writing at Entry 1 (prior achievement from other ESOL Skills for Life qualification)                |
| 4692-013             | 4692-313                   | Speaking and Listening at Entry 1 (prior achievement from other ESOL Skills for Life qualification) |
| 4692-021             | 4692-421                   | Reading at Entry 2 (prior achievement from other ESOL Skills for Life qualification)                |
| 4692-022             | 4692-422                   | Writing at Entry 2 (prior achievement from other ESOL Skills for Life qualification)                |
| 4692-023             | 4692-423                   | Speaking and Listening at Entry 2 (prior achievement from other ESOL Skills for Life qualification) |
| 4692-031             | 4692-731                   | Reading at Entry 3 (prior achievement from other ESOL Skills for Life qualification)                |
| 4692-032             | 4692-732                   | Writing at Entry 3 (prior achievement from other ESOL Skills for Life qualification)                |
| 4692-033             | 4692-733                   | Speaking and Listening at Entry 3 (prior achievement from other ESOL Skills for Life qualification) |
| 4692-101/501         | 4692-801                   | Reading at Level 1 (prior achievement from other ESOL Skills for Life qualification)                |

|              |          |   |
|--------------|----------|---|
| 4692-102     | 4692-802 | Writing at Level 1 (prior achievement from other ESOL Skills for Life qualification)                |
| 4692-103     | 4692-803 | Speaking and Listening at Level 1 (prior achievement from other ESOL Skills for Life qualification) |
| 4692-201/601 | 4692-811 | Reading at Level 2 (prior achievement from other ESOL Skills for Life qualification)                |
| 4692-202     | 4692-812 | Writing at Level 2 (prior achievement from other ESOL Skills for Life qualification)                |
| 4692-203     | 4692-813 | Speaking and Listening at Level 2 (prior achievement from other ESOL Skills for Life qualification) |

There is no formal time limit on the use of prior achievements, although at least one of the three modes required for certification must be achieved through successful completion of a current (4692) unit.



## 5 Units

### Availability of units

Each of the units applicable to these qualifications is set out in full on the following pages of this handbook.

### Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to other standards
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

|   |  |
|---|--|
| <b>UAN:</b>                             | L/506/2276   |
| <b>Level:</b>                           | Entry 1  |
| <b>Credit value:</b>                    | 9  |
| <b>GLH:</b>                             | 76   |
| <b>Relationship to other standards:</b> | <p>This unit is based on the National Standards for Adult Literacy for Reading at Entry 1:</p> <ul style="list-style-type: none"> <li>• read and understand short texts with repeated language patterns on familiar topics</li> <li>• read and obtain information from common signs and symbols.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>• follow a short narrative on a familiar topic or experience (1.2.1)</li> <li>• recognise the different purposes of texts at this level (1.2.2)</li> <li>• possess a limited, meaningful sight vocabulary of words, signs and symbols (1.2.3)</li> <li>• decode simple, regular words (1.2.4)</li> <li>• recognise the letters of the alphabet in both upper and lower case (1.2.5).</li> </ul> <p>The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.</p> |
| <b>Aim:</b>                             | The aim of this unit is to develop the learner's basic reading skills to enable them to obtain information from short documents.   |

**Learning outcome**

The learner will:

1. extract information from simple texts (1.2.1, 1.2.2, 1.2.4).

**Assessment criteria**

The learner can:

- 1.1 follow the gist of a simple written narrative. (Rt/E1.1a, Rs/E1.1a-b)
- 1.2 obtain information from texts (Rt/E1.1b, Rw/E1.2a)
- 1.3 identify the **genre** of simple texts (Rt/E1.2a).

**Range****AC1.3 genre**

simple forms, letters, emails, appointment cards, public signs and notices

**Learning outcome**

The learner will:

2. know letters of the alphabet, key words, signs and symbols (1.2.3, 1.2.5).

**Assessment criteria**

The learner can:

- 2.1 obtain information from signs and symbols (Rt/E1.2a, Rw/E1.1a, , Rw/E1.3b)
- 2.2 identify the **letters** of the alphabet (Rw/E1.3a)
- 2.3 respond to key words used in everyday contexts (Rw/E1.1a).

**Range****AC2.2 letters**

upper and lower case

# **Unit 011            Reading to obtain information**

## Supporting information

### **Assessment methodology**

Assignment

### **Guidance**

AC1.1 and 1.2 Reading and obtaining information should be carried out in familiar contexts to cover everyday topics or experiences.

AC2.1 Signs and symbols could include Danger, Exit, No smoking, Toilets, £ sign, numbers.

AC2.3 Key words include personal words eg name, address, nationality, telephone number.

### **Assessment requirements**

The assessment criteria are based on the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

|   |  |
|---|--|
| <b>UAN:</b>                             | Y/506/2281   |
| <b>Level:</b>                           | Entry 1  |
| <b>Credit value:</b>                    | 9  |
| <b>GLH:</b>                             | 76   |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the following National Standards for Adult Literacy (Writing) at Entry 1:</p> <ul style="list-style-type: none"> <li>• write to communicate information to an intended audience.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>• use written words and phrases to record or present information (1.3.1)</li> <li>• construct a simple sentence (1.3.2)</li> <li>• punctuate a simple sentence with a capital letter and a full stop (1.3.3)</li> <li>• use a capital letter for personal pronoun 'I' (1.3.4)</li> <li>• spell correctly some personal key words and familiar words (1.3.5)</li> <li>• write letters of the alphabet using upper and lower case (1.3.6).</li> </ul> <p>The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.</p> |
| <b>Aim:</b>                             | The aim of this unit is to develop the learner's basic writing skills to enable them to communicate written information to an intended audience.   |

**Learning outcome**

The learner will:

1. use written words and phrases (1.3.1, 1.3.5, 1.3.6).

**Assessment criteria**

The learner can:

- 1.1 form **letters** (Ww/E1.2a)
- 1.2 form **digits** (Ww/E1.2b)
- 1.3 spell correctly own personal key words and familiar words (Ww/E1.1a-c)
- 1.4 communicate using **simple texts** (Wt/E1.1a).

**Range****AC1.1 letters**

lower and upper case letters

**AC1.2 digits**

digits 0-9

**AC1.4 simple texts**

simple form, list, envelope, note, personal statement

**Learning outcome**

The learner will:

2. construct a simple sentence (1.3.2, 1.3.3, 1.3.4).

**Assessment criteria**

The learner can:

- 2.1 construct a **written sentence** in the present simple tense (Ws/E1.1a)
- 2.2 use **basic punctuation** (Ws/E1.2a, Ws/E1.3a).

**Range****AC2.1 written sentence**

subject-verb-object, subject-verb-prepositional phrase, questions, instructions

**AC2.2 basic punctuation**

capital letters at start of sentence, full stops, question marks, capital letters for names, places and dates, to write about oneself

## **Unit 012            Writing to convey information**

### Supporting information

#### **Assessment methodology**

Assignment

#### **Guidance**

AC1.3 Familiar words are those appropriate to learners at this level.

#### **Assessment requirements**

The assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

## Unit 013

# Speaking and listening to obtain and convey information

|   |  |
|---|--|
| <b>UAN:</b>                             | M/506/2271   |
| <b>Level:</b>                           | Entry 1  |
| <b>Credit value:</b>                    | 11   |
| <b>GLH:</b>                             | 85   |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the National Standards for Adult Literacy (Speaking and Listening) at Entry 1:</p> <ul style="list-style-type: none"><li>• listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions</li><li>• speak to communicate basic information, feelings and opinions on familiar topics</li><li>• engage in discussion with another person in a familiar situation about familiar topics.</li></ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"><li>• listen for the gist of short explanations (1.1.1)</li><li>• listen for detail using key words to extract some specific information (1.1.2)</li><li>• follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary (1.1.3)</li><li>• listen and respond to requests for personal information (1.1.4)</li><li>• speak clearly to be heard and understood in simple exchanges (1.1.5)</li><li>• make requests using appropriate terms (1.1.6)</li><li>• ask questions to obtain specific information (1.1.7)</li><li>• make statements of fact clearly (1.1.8)</li><li>• speak and listen in simple exchanges (1.1.9).</li></ul> <p>The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.</p> |
| <b>Aim:</b>                             | The aim of this unit is to develop the learner's basic speaking and listening skills to enable them to obtain and convey simple information on familiar topics.  |

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|--|
| <b>Learning outcome</b>  |
| The learner will:<br>1. obtain information from oral communication by listening (1.1.1, 1.1.2, 1.1.3). |
| <b>Assessment criteria</b>   |
| The learner can:   |



- 1.1 follow the gist of short **oral communication** (Lr/E1.1a-c)
- 1.2 listen for detail in short **oral communication** (Lr/E1.2a, Lr/E1.2c-d)
- 1.3 identify key information from **oral communication** (Lr/E1.2e)
- 1.4 **respond** to simple **oral communication** (Lr/E1.3a-b).

**Range**

**AC1.1–AC1.4 oral communication**

explanations and narratives via face to face conversations, video, audio recordings, telephone conversations

**AC1.4 respond**

follow single-step instructions and directions in a familiar context

**Learning outcome**

The learner will:

- 2. convey information in spoken communication (1.1.4, 1.1.5, 1.1.8)

**Assessment criteria**

The learner can:

- 2.1 **speak clearly** in a familiar situation. (Sc/E1.1a-b)
- 2.2 give verbal **information** clearly (Sc/E1.4a-e)
- 2.3 respond orally to simple **requests** (Lr/E1.4a-b).

**Range**

**AC2.1 speak clearly**

stress, intonation, articulate sounds to be comprehensible

**AC2.2 information**

simple statements of fact, personal details, directions, instructions, descriptions, clarification

**AC2.3 requests**

personal details, action

**Learning outcome**

The learner will:

- 3. take part in simple discussions (1.1.6, 1.1.7, 1.1.9).

**Assessment criteria**

The learner can:

- 3.1 take part in different **interactions** (Sd/E1.1a-b, Lr/E1.1d, Lr/E1.2b, Lr/E1.5b,c)
- 3.2 make **requests** to obtain information (Sc/E1.2a-b, Sc/E1.3a-d)
- 3.3 listen and respond to other points of view (Sd/E1.1c, Lr/E1.5a, d).

**Range**

**AC3.1 interactions**

social and formal, face to face, telephone, distance eg Skype

**AC3.2 requests**

request for an item eg Can I have a pen?, action, permission, information, directions and location, personal details, clarification

## **Unit 013            Speaking and listening to obtain and convey information**

Supporting information

### **Assessment methodology**

Assignment

### **Guidance**

AC1.3 Spoken – the assessment criteria could be met by candidates watching video footage.

AC2.3 Requests could also include questions.

LO3 Discussions at this level would usually be between two people.

### **Assessment requirements**

The assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

|   |   |
|---|---|
| <b>UAN:</b>                             | Y/506/2278  |
| <b>Level:</b>                           | Entry 2   |
| <b>Credit value:</b>                    | 9   |
| <b>GLH:</b>                             | 76  |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the following National Standards for Adult Literacy (Reading) at Entry 2:</p> <ul style="list-style-type: none"> <li>• read and understand short, straightforward texts on familiar topics</li> <li>• read and obtain information from short documents, familiar sources and signs and symbols</li> <li>• trace and understand the main events of chronological and instructional texts.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>• trace and understand the main events of chronological and instructional texts (2.2.1)</li> <li>• recognise the different purposes of texts at this level (2.2.2)</li> <li>• identify common sources of information (2.2.3)</li> <li>• use images and captions to locate information (2.2.4)</li> <li>• read and understand linking words and adverbials in instructions and directions, eg next, then, right, straight on (2.2.5)</li> <li>• read and understand words on forms related to personal information, eg first name, surname, address, postcode, age, date of birth (2.2.6)</li> <li>• recognise high-frequency words and words with common spelling patterns (2.2.7)</li> <li>• use phonic and graphic knowledge to decode words (2.2.8)</li> <li>• use a simplified dictionary to find the meaning of unfamiliar words (2.2.9)</li> <li>• use initial letters to find and sequence words in alphabetical order (2.2.10).</li> </ul> <p>The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.</p> |
| <b>Aim:</b>                             | The aim of this unit is to develop the learner's reading skills to enable them to obtain information from straightforward documents.  |

**Learning outcome**

The learner will:

1. read a range of texts for different purposes (2.2.1, 2.2.2, 2.2.3, 2.2.7, 2.2.8).

**Assessment criteria**

The learner can:

- 1.1 trace the main events of different **texts** (Rt/E2.1a, Rs/E2.1b-d)
- 1.2 obtain information from **texts** (Rt/E2.1b, Rw/E2.2a, Rw/E2.3a)
- 1.3 state the different purposes of texts (Rt/E2.2a)
- 1.4 identify common sources of information (Rt/E2.3a).

**Range****AC1.1 texts**

chronological and instructional texts

**AC1.2 texts**

everyday texts, everyday information

**Learning outcome**

The learner will:

2. follow instructional text (2.2.4, 2.2.5, 2.2.6).

**Assessment criteria**

The learner can:

- 2.1 use **images and captions** to obtain information (Rt/2.4a)
- 2.2 read **instructions and directions** (Rs/E2.1a)
- 2.3 respond to **key words** on forms (Rw/E2.1a).

**Range****AC2.1 images and captions**

illustrations, simple maps, photos, diagrams and captions

**AC2.2 instructions and directions**

instructions on forms, linking words and adverbials in directions

**AC2.3 key words**

related to personal information and instructions

**Learning outcome**

The learner will:

3. be able to use alphabetical order (2.2.9, 2.2.10).

**Assessment criteria**

The learner can:

- 3.1 use a simple dictionary to find the meaning of a word (Rw/E2.4a)
- 3.2 use initial letters to sequence words in alphabetical order (Rw/E2.5a).

## **Unit 021            Reading to obtain information**

### Supporting information

#### **Assessment methodology**

Assignment

#### **Guidance**

AC1.3 Different purposes of text could be texts used to inform, sell, request action, instruct.

AC1.4 Common sources of information could be a letter, message, newspaper article, advert, notice, story, card, note, TV guide, email, poem, utility bill.

AC3.1 Simple dictionary – for assessment purposes the dictionaries used should be paper-based.

#### **Assessment requirements**

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

|   |   |
|---|---|
| <b>UAN:</b>                             | D/506/2282  |
| <b>Level:</b>                           | Entry 2   |
| <b>Credit value:</b>                    | 9   |
| <b>GLH:</b>                             | 76  |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the following National Standards for Adult Literacy (Writing) at Entry 2:</p> <ul style="list-style-type: none"> <li>• write to communicate information with some awareness of the intended audience.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>• use written words and phrases to record or present information (2.3.1)</li> <li>• construct simple and compound sentences, using common conjunctions to connect two clauses, eg as, and, but (2.3.2)</li> <li>• use adjectives (2.3.3)</li> <li>• use punctuation correctly, eg capital letters, full stops and question marks (2.3.4)</li> <li>• use a capital letter for proper nouns (2.3.5)</li> <li>• spell correctly the majority of personal details and familiar common words (2.3.6)</li> <li>• produce legible text (2.3.7).</li> </ul> <p>The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.</p> |
| <b>Aim:</b>                             | The aim of this unit is to develop the learner's basic writing skills to enable them to communicate written information to an intended audience.  |

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|--|
| <b>Learning outcome</b>  |
| The learner will:<br>1. produce written information in different formats (2.3.1, 2.3.4, 2.3.5, 2.3.6).   |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 present <b>written information</b> (Wt/E2.1a-b)<br>1.2 use correct <b>punctuation</b> (Ws/E2.3a, Ws/E2.4a)<br>1.3 spell correctly own personal details and familiar words (Ww/E2.1a-c) |
| <b>Range</b>   |
| <b>AC1.1 written information</b>   |

email, informal letter, message, complete a form, personal statement

**AC1.2 punctuation**

capital letters, full stops and question marks, use a capital letter for proper nouns

**Learning outcome**

The learner will:

2. produce a descriptive text (2.3.2, 2.3.3, 2.3.7).

**Assessment criteria**

The learner can:

- 2.1 construct simple and **compound** sentences (Ws/E2.1 a)
- 2.2 use adjectives and a range of tenses to produce descriptive text (Ws/E2.1 a)
- 2.3 produce legible text (Ww/E2.2a).

**Range**

**AC2.1 compound**

common conjunctions to connect two clauses: and, or, but, as, because



## **Unit 022**            **Writing to convey information**

### Supporting information

#### **Assessment methodology**

Assignment

#### **Guidance**

AC1.3 Familiar words are those appropriate to learners at this level.

AC2.3 Legible text can be word-processed if deemed appropriate. If it cannot be understood by an audience, it is not considered to be legible.

#### **Assessment requirements**

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

|   |   |
|---|---|
| <b>UAN:</b>                             | T/506/2272  |
| <b>Level:</b>                           | Entry 2   |
| <b>Credit value:</b>                    | 11  |
| <b>GLH:</b>                             | 85  |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the following National Standards for Adult Literacy (Speaking and Listening) at Entry 2:</p> <ul style="list-style-type: none"> <li>• listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions</li> <li>• speak to communicate information, feelings and opinions on familiar topics</li> <li>• engage in discussion with one or more people in a familiar situation to establish shared understanding about familiar topics.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>• listen for and follow the gist of explanations, instructions and narratives (2.1.1)</li> <li>• listen for detail in short explanations, instructions and narratives (2.1.2)</li> <li>• listen for and identify the main points of short explanations or presentations (2.1.3)</li> <li>• listen to and follow short, straightforward explanations and instructions (2.1.4)</li> <li>• listen to and identify simply expressed feelings and opinions (2.1.5)</li> <li>• speak clearly to be heard and understood in straightforward exchanges (2.1.6)</li> <li>• make requests and ask questions to obtain information in everyday contexts (2.1.7)</li> <li>• respond to straightforward questions (2.1.8)</li> <li>• express clearly statements of fact and short accounts and descriptions (2.1.9)</li> <li>• ask questions to clarify understanding (2.1.10)</li> <li>• follow the gist of discussions (2.1.11)</li> <li>• follow the main points and make appropriate contributions to the discussion (2.1.12).</li> </ul> <p>The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.</p> |

**Aim:** The aim of this unit is to develop the learner’s speaking and listening skills to enable them to obtain and convey straightforward information on familiar topics.

**Learning outcome**

The learner will:

1. obtain information from oral communication by listening (2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5).

**Assessment criteria**

The learner can:

- 1.1 follow the gist of **oral communication** in different contexts. (Lr/E2.1a-d)
- 1.2 listen for detail in **oral communication** in different contexts (Lr/E2.2a-d)
- 1.3 identify the main points in different **contexts** (Lr/E2.3a-c)
- 1.4 respond to oral communication in different **contexts** (Lr/E2.4a)
- 1.5 identify simply expressed **opinions** in oral communication (Lr/E2.6a).

**Range**

**AC1.1-AC1.2 oral communication**

explanations, instructions, narratives, conversations, discussions

**AC1.3 contexts**

short explanations, presentations

**AC1.4 contexts**

straightforward explanations, directions and instructions

**AC1.5 opinions**

emotions, feelings expressed through phrases, intonation

**Learning outcome**

The learner will:

2. convey information in spoken communication (2.1.8, 2.1.9).

**Assessment criteria**

The learner can:

- 2.1 respond orally to **requests** (Sc/E2.3b, d, Lr/E2.5a-b)
- 2.2 express verbal **information** clearly (Sc/E2.3a-f).

**Range**

**AC2.1. requests**

requests for action, permission, information

**AC2.2 information**

statements of fact, explanations, directions, instructions, short accounts, descriptions

**Learning outcome**

The learner will:

3. take part in discussions on straightforward topics (2.1.6, 2.1.7, 2.1.10, 2.1.11, 2.1.12).

**Assessment criteria**

The learner can:

- 3.1 follow the gist of discussions (Lr/E2.7a)
- 3.2 make relevant contributions to discussions (Sd/E2.1a-e, Lr/E2.6b-c, Lr/E2 8a)
- 3.3 speak clearly to be heard and understood (Sc/E2.1a-b)
- 3.4 make requests to obtain information (Sc/E2.2a-f, Sc/E2.4a).

**Range**

- AC3.2 contributions**  
likes, dislikes, feelings, views, opinions
  
- AC3.4 requests**  
items, action, permission, information, directions and instructions, personal details, clarification and explanation, description of people places and things

## **Unit 023            Speaking and listening to obtain and convey information**

Supporting information

### **Assessment methodology**

Assignment

### **Guidance**

LO3 Discussions do not relate solely to formal discussions but could include any spoken interaction.

### **Assessment requirements**

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

|   |   |
|---|---|
| <b>UAN:</b>                             | R/506/2277  |
| <b>Level:</b>                           | Entry 3   |
| <b>Credit value:</b>                    | 9   |
| <b>GLH:</b>                             | 55  |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the following National Standards for Adult Literacy (Reading) at Entry 3:</p> <ul style="list-style-type: none"> <li>• read and understand short, straightforward texts on familiar topics accurately and independently</li> <li>• read and obtain information from everyday sources.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>• trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph (3.2.1)</li> <li>• recognise the different purposes of texts at this level (3.2.2)</li> <li>• recognise and understand organisational features and typical language of instructional texts (3.2.3)</li> <li>• identify the main points and ideas, and predict words from context (3.2.4)</li> <li>• understand and use organisational features to locate information (3.2.5)</li> <li>• skim read title, headings and illustrations to decide if material is of interest (3.2.6)</li> <li>• scan texts to locate information (3.2.7)</li> <li>• obtain specific information through detailed reading (3.2.8)</li> <li>• relate an image to print and use it to obtain meaning (3.2.9)</li> <li>• recognise and understand relevant specialist key words (3.2.10)</li> <li>• read and understand words and phrases commonly used on forms (3.2.11)</li> <li>• use a dictionary to find the meaning of unfamiliar words (3.2.12)</li> <li>• use first and second place letters to find and sequence words in alphabetical order (3.2.13).</li> </ul> <p>The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.</p> |

|             |  |
|-------------|--|
| <b>Aim:</b> | The aim of this unit is to develop the learner's ability to read and understand straightforward texts on familiar topics accurately and independently. |
|-------------|--|

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| <b>Learning outcome</b> |
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The learner will:

1. read a range of texts for different purposes (3.2.1, 3.2.2, 3.2.4, 3.2.6, 3.2.7, 3.2.8).

|                            |
|----------------------------|
| <b>Assessment criteria</b> |
|----------------------------|

The learner can:

- 1.1 trace the main events of a range of texts (Rt/E3.1a, Rt/E3.4a)
- 1.2 distinguish between the different purposes of texts (Rt/E3.2a)
- 1.3 use title, headings and illustrations to extract information (Rt/E3.5a-b, Rt/E3.6a)
- 1.4 scan texts to locate information (Rt/E3.7a)
- 1.5 read to obtain specific detail (Rt/E3.8a)
- 1.6 relate an image to print using it to obtain meaning (Rt/E3.9a).

|              |
|--------------|
| <b>Range</b> |
|--------------|

**AC1.1 texts**

chronological, continuous descriptive, persuasive, explanatory texts of more than one paragraph

**AC1.2 purposes**

inform, sell, request action, instruct, tell a story, make contact

**AC1.6 image**

maps, diagrams, illustrations, photos, captions

**Learning outcome**

The learner will:

2. identify features of text (3.2.3, 3.2.5, 3.2.9).

**Assessment criteria**

The learner can:

- 2.1 Identify key organisational features of instructional texts (Rt/E3.3a, Rt/E3.5a, Rs/E3.2a)
- 2.2 identify common language features of instructional text (Rs/E3.1a-b)
- 2.3 work out the meaning of words using different **strategies** (Rw/E3.5a).

**Range****AC2.1 organisational features**

eg use of lists, numbered points, bullets, diagrams, graphics, punctuation

**AC2.2 language features**

eg tenses, conjunctions, articles, adverbs, adjectives, negatives, pronouns, phrases

**AC2.3 strategies**

eg visual, structural, contextual, phonic

**Learning outcome**

The learner will:

3. read and understand the language commonly used on forms (3.2.10, 3.2.11).

**Assessment criteria**

The learner can:

- 3.1 respond to words and phrases commonly used on forms (Rw/E3.2a)
- 3.2 identify relevant specialist key words used on forms (Rw/E3.1a).

**Learning outcome**

The learner will:

4. be able to use alphabetical order (3.2.12, 3.2.13).

**Assessment criteria**

The learner can:

- 4.1 use a dictionary to find the meaning of a word (Rw/E3.3a)
- 4.2 use first- and second-place letters to sequence words in alphabetical order (Rw/E3.4a).



## **Unit 031            Reading to obtain information**

### Supporting information

#### **Assessment methodology**

Assignment

#### **Guidance**

AC1.1 Range of texts could include letters, newspaper and magazine articles, adverts, stories, email.

AC2.2 Common language features could include tenses, conjunctions, articles, adverbs, adjectives, negatives, pronouns, imperatives.

AC3.2 Relevant specialist words refer to words that are relative to the context.

#### **Assessment requirements**

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

|                                  |   |
|----------------------------------|---|
| <b>UAN:</b>                      | D/506/2380  |
| <b>Level:</b>                    | Entry 3   |
| <b>Credit value:</b>             | 11  |
| <b>GLH:</b>                      | 86  |
| Relationship to other standards: | <p>This unit is mapped to the following National Standards for Adult Literacy (Writing) at Entry 3:</p> <ul style="list-style-type: none"> <li>write to communicate information and opinions with some adaptation to the intended audience.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>plan and draft writing (3.3.1)</li> <li>organise writing in short paragraphs (3.3.2)</li> <li>sequence chronological writing at this level (3.3.3)</li> <li>write in complete sentences (3.3.4)</li> <li>use correct basic grammar (appropriate verb tense, subject-verb agreement) (3.3.5)</li> <li>use punctuation correctly (capital letters, full stops, question marks, exclamation marks) (3.3.6)</li> <li>spell correctly common words and relevant key words for work and special interest (3.3.7)</li> <li>proof-read and correct writing for grammar and spelling (3.3.8)</li> <li>produce legible text (3.3.9).</li> </ul> <p>The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.</p> |
| <b>Aim:</b>                      | The aim of this unit is to develop the learner's writing skills to enable them to plan and communicate written information.   |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1. plan and organise writing (3.3.1, 3.3.2, 3.3.3).  |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 plan writing using key points (Wt/E3.1a-b)<br>1.2 organise own writing in paragraphs (Wt/E3.2a)<br>1.3 produce sequenced chronological text (Wt/E3.3a). |
| <b>Range</b>  |
| <b>AC1.1 plan</b>   |

eg spidergrams, bullet points

**AC1.3 text**

eg CV, resumé, accident report, forms, narrative for a series of events

**Learning outcome**

The learner will:

2. produce accurate text (3.3.4,3.3.5, 3.3.6, 3.3.7, 3.3.8, 3.3.9).

**Assessment criteria**

The learner can:

2.1 construct **basic complex** sentences (Ws/E3.1a)

2.2 write grammatically correct sentences using a range of tenses (Ws/E3.2a)

2.3 use correct **punctuation** (Ws/E3.3a)

2.4 spell correctly (Ww/E3.1a-b)

2.5 proof-read and correct text for spelling and grammar (Wt/E3.4a)

2.6 produce **text** that **is legible** and fit for purpose (Wt/E3.5a, Ww/E3.2a,).

**Range**

**AC2.1 basic complex**

using a range of conjunctions eg because, while, when, relative clauses

**AC2.3 punctuation**

capital letters, full stops, question marks, exclamation marks

## **Unit 032            Writing to convey information**

### Supporting information

#### **Assessment methodology**

Assignment

#### **Guidance**

AC2.4 Spell correctly - learners will be assessed on the spelling of common words and relevant key words for work and special interest within the text that they produce.

AC2.6 Legible text can be word-processed if deemed appropriate. If it cannot be understood by an audience, it is not considered to be legible.

#### **Assessment requirements**

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

|   |  |
|---|--|
| <b>UAN:</b>                             | A/506/2273   |
| <b>Level:</b>                           | Entry 3  |
| <b>Credit value:</b>                    | 12   |
| <b>GLH:</b>                             | 73   |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the following National Standards for Adult Literacy (Speaking and Listening) at Entry 3:</p> <ul style="list-style-type: none"> <li>• listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone</li> <li>• speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone</li> <li>• Engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>• listen for and follow the gist of straightforward explanations, instructions and narratives in different contexts (3.1.1)</li> <li>• listen for detail in explanations, instructions and narratives in different contexts (3.1.2)</li> <li>• listen for and identify relevant information and new information from discussions, explanations and presentations (3.1.3)</li> <li>• use strategies to clarify and confirm understanding eg facial expressions or gestures (3.1.4)</li> <li>• listen to and respond appropriately to other points of view (3.1.5)</li> <li>• speak clearly to be heard and understood, using appropriate clarity, speed and phrasing (3.1.6)</li> <li>• use formal language and register when appropriate (3.1.7)</li> <li>• respond to a range of questions about familiar topics (3.1.8)</li> <li>• express clearly statements of fact and give short explanations, accounts and descriptions (3.1.9)</li> <li>• make requests and ask questions to obtain information in familiar and unfamiliar contexts (3.1.10)</li> </ul> |

- follow and understand the main points of discussions on different topics (3.1.11)
- make contributions to discussions that are relevant to the subject (3.1.12)
- respect the turn-taking rights of others during discussions (3.1.12).

The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.

**Aim:**

The aim of this unit is to develop the learner's speaking and listening skills to enable them to obtain and convey information on straightforward topics.

**Learning outcome**

The learner will:

1. obtain information from oral communication by listening (3.1.1, 3.1.2, 3.1.3).

**Assessment criteria**

The learner can:

- 1.1 identify the gist of **oral communication** (Lr/E3.1a-c, Lr/E3.7b)
- 1.2 identify detail in **oral communication** (Lr/E3.2a-e)
- 1.3 identify relevant information from **oral communication** (Lr/E3.3a-b).

**Range**

**AC1.1-AC1.3 oral communication**

explanations, instructions, narratives, discussions, presentations, participatory and non-participatory

**Learning outcome**

The learner will:

2. convey information in spoken communication (3.1.6, 3.1.7, 3.1.9).

**Assessment criteria**

The learner can:

- 2.1 speak clearly when conveying information (Sc/E3.1a-b)
- 2.2 use language and register according to context (Sc/E3.2a)
- 2.3 give information based on a straightforward topic (Sc/E3.4a-f).

**Range**

**AC2.1 clearly**

clarity, speed, phrasing, stress, intonation, articulation, pronunciation

**AC2.2 register**

formal, informal

**AC2.3 information**

descriptions, explanations, accounts, directions, instructions

**Learning outcome**

The learner will:

3. take part in discussions (3.1.4, 3.1.5, 3.1.8, 3.1.10, 3.1.11, 3.1.12, 3.1.13).

**Assessment criteria**

The learner can:

3.1 follow the main points of a straightforward discussion (Lr/E3.7a,d)

3.2 make relevant **contributions** in spoken interactions (Lr/E3.5a-b, Lr/E3.6a-b, Lr/E3.7c, Sd/E3.1a-g, Sd/E3.2a, ,)

3.3 make **requests** to obtain information (Sc/E3.3a-d, Lr/E3.4a)

3.4 respect the turn-taking rights of others in a discussion (Sd/E3.2b).

**Range****AC3.2 contributions**

give own viewpoint, respond to other points of view and requests, expand the discussion

**AC3.3 requests**

for personal and factual information, directions, instructions, explanations, descriptions; to clarify and confirm understanding

## **Unit 033            Speaking and listening to obtain and convey information**

Supporting information

### **Assessment methodology**

Assignment

### **Guidance**

AC1.3 Oral communication could be via television and radio.

AC3.2 When giving own viewpoint, learners should be encouraged to consider feelings, views, likes, dislikes, opinions, suggestions, give advice; this could be in the context of making arrangements or plans.

LO3 Discussions do not relate solely to formal discussions but could include any spoken interaction.

### **Assessment requirements**

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.



## Unit 101/501 Reading to obtain information

|   |   |
|---|---|
| <b>UAN:</b>                             | D/506/2279  |
| <b>Level:</b>                           | Level 1   |
| <b>Credit value:</b>                    | 11  |
| <b>GLH:</b>                             | 66  |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the following National Standards for Adult Literacy (Reading) at Level 1:</p> <ul style="list-style-type: none"><li>• read and understand straightforward texts of varying lengths on a variety of topics accurately and independently</li><li>• read and obtain information from different sources.</li></ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"><li>• trace and understand the main events of continuous descriptive, explanatory and persuasive texts (4.2.1)</li><li>• recognise how language and other textual features are used to achieve different purposes eg to instruct, explain, describe, persuade (4.2.2)</li><li>• identify the main points and specific detail and infer meaning from images which is not explicit in the text (4.2.3)</li><li>• use organisational and structural features to locate information eg contents, index, menus, subheadings, paragraphs (4.2.4)</li><li>• use different reading strategies to find and obtain information (4.2.5)</li><li>• use reference material to find the meaning of unfamiliar words (4.2.6).</li></ul> <p>The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.</p> |
| <b>Aim:</b>                             | The aim of this unit is to develop the learner's ability to read and understand straightforward texts on a range of topics.   |

**Learning outcome**

The learner will:

1. read a range of texts for different purposes (4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5).

**Assessment criteria**

The learner can:

- 1.1 trace the main events of a range of **texts** (Rt/L1.1a)
- 1.2 distinguish between the different **purposes** of texts (Rt/L1.2a)
- 1.3 use **organisational and structural features** to extract information from text (Rt/L1.5a)
- 1.4 scan texts to locate information (Rt/L1.5a)
- 1.5 read to obtain specific detail (Rt/L1.5a).

**Range****AC1.1 texts**

chronological, continuous descriptive, persuasive, explanatory texts of more than one paragraph

**AC1.2 purposes**

eg instruct, explain, describe, persuade

**AC 1.3 organisational and structural features**

eg contents, index, menus, subheadings, images, captions, diagrams, website links

**Learning outcome**

The learner will:

2. apply principles of text when reading (4.2.6).

**Assessment criteria**

The learner can:

- 2.1 identify **grammatical features** and purpose in text (Rs/L1.1aRw/L1.2a,)
- 2.2 use **strategies** to work out the meaning of words (Rw/L1.3a)
- 2.3 identify **punctuation features** and purpose in text (Rs/L1.2a).

**Range****AC2.1 grammatical features**

eg sentence structure, clauses, word order, word classes

**AC2.2 strategies**

eg word structure, related words, word roots, derivations and borrowing

**AC2.3 punctuation features**

eg full stops, question marks, exclamation marks, colons, semi colons, speech marks, apostrophes, brackets

**Learning outcome**

The learner will:

3. use strategies to locate text and information (4.2.4, 4.2.5, 4.2.6).

**Assessment criteria**

The learner can:

3.1 use **reference material** to obtain information (Rt/L1.5b, Rw/L1.1a)

3.2 use **features** of text to locate information (Rt/L1.3a, Rt/L1.4a, Rt/L1.5a)

**Range****AC3.1 reference material**

eg websites, text books, reference books, dictionaries

**AC 3.2 features****organisational:**

eg contents, index, menus, tabs, website links

**structural:**

eg bullets, columns, headings, subheadings, images, captions, diagrams, colour, font, font size

## **Unit 101/501 Reading to obtain information**

### Supporting information

#### **Assessment methodology**

An externally set and marked test.

#### **Guidance**

AC1.1 Texts could include letters, newspaper and magazine articles, adverts, stories, email.

#### **Assessment requirements**

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

|   |   |
|---|---|
| <b>UAN:</b>                             | K/506/2284  |
| <b>Level:</b>                           | Level 1   |
| <b>Credit value:</b>                    | 11  |
| <b>GLH:</b>                             | 82  |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the following National Standards for Adult Literacy (Writing) at Level 1:</p> <ul style="list-style-type: none"> <li>• write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>• plan and draft writing (4.3.1)</li> <li>• judge how much to write and the level of detail to include (4.3.2)</li> <li>• present information in a logical sequence, using paragraphs where appropriate (4.3.3)</li> <li>• use language suitable for purpose and audience (4.3.4)</li> <li>• use format and structure for different purposes (4.3.5)</li> <li>• write in complete sentences (4.3.6)</li> <li>• punctuate sentences correctly and use punctuation so that meaning is clear (4.3.7)</li> <li>• spell correctly words used most often in work, studies and daily life (4.3.8)</li> <li>• proof-read and revise writing for accuracy and meaning (4.3.9)</li> <li>• produce legible text (4.3.10).</li> </ul> <p>The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.</p> |
| <b>Aim:</b>                             | The aim of this unit is to develop the learner's writing skills to enable them to organise and produce accurate text appropriate to the intended audience.  |

**Learning outcome**

The learner will:

1. plan and organise writing (4.3.1, 4.3.2, 4.3.3, 4.3.5).

**Assessment criteria**

The learner can:

- 1.1 **plan** writing using key points (Wt/L1.1a-b)
- 1.2 produce sequenced and logical **text** using paragraphs as required (Wt/L1.3a)
- 1.3 produce text with length and detail suitable for the genre (Wt/L1.2a)
- 1.4 use format and structure suitable for purpose and audience Wt/L1.5a, Wt/L1.6a).

**Range****AC1.1 plan**

eg spidergram, notes, lists, diagrams, flow charts

**AC1.2 text**

eg form, letter, report, email, narrative, explanation

**Learning outcome**

The learner will:

2. produce accurate text (4.3.4, 4.3.6, 4.3.7, 4.3.8, 4.3.9, 4.2.10).

**Assessment criteria**

The learner can:

- 2.1 use **language** suitable for purpose and audience (Wt/L1.4a)
- 2.2 construct **complex** sentences (Ws/L1.1a)
- 2.3 write grammatically correct sentences using a range of tenses (Ws/L1.2a)
- 2.4 use **punctuation** to add clarity and meaning (Ws/L1.3a)
- 2.5 spell correctly key words related to own work, leisure and study interests (Ww/L1.1a-b)
- 2.6 proof-read and correct text for meaning, spelling, grammar and punctuation (Wt/L1.7a)
- 2.7 produce text that is legible and fit for purpose (Ww/L1.2a).

**Range****AC2.1 language**

formal and informal register eg type of vocabulary and collocation, mode of address

**AC2.2 complex**

using a range of connectives, eg as, if, so, though, prepositional, adjectival and adverbial phrases, conditional sentences, conventions of reported speech

**AC2.4 punctuation**

capital letters, full stops, question marks, exclamation marks, multiple use of commas, apostrophes

## **Unit 102 Writing to convey information**

### Supporting information

#### **Assessment methodology**

Assignment

#### **Guidance**

AC2.7 Legible text can be word-processed if deemed appropriate. If it cannot be understood by an audience, it is not considered to be legible.

#### **Assessment requirements**

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

|   |  |
|---|--|
| <b>UAN:</b>                             | F/506/2274   |
| <b>Level:</b>                           | Level 1  |
| <b>Credit value:</b>                    | 12   |
| <b>GLH:</b>                             | 73   |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the following National Standards for Adult Literacy (Speaking and Listening) at Level 1:</p> <ul style="list-style-type: none"> <li>• listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context</li> <li>• speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium</li> <li>• engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>• listen for and identify relevant information from explanations and presentations on a range of straightforward topics (4.1.1)</li> <li>• listen for and understand explanations, instructions and narratives on different topics in a range of contexts (4.1.2)</li> <li>• use strategies to clarify and confirm understanding eg facial expressions, body language and verbal prompts (4.1.3)</li> <li>• provide feedback and confirmation when listening to others (4.1.4)</li> <li>• make contributions relevant to the situation and the subject (4.1.5)</li> <li>• speak clearly in a way which suits the situation (4.1.6)</li> <li>• make requests and ask questions to obtain information in familiar and unfamiliar contexts (4.1.7)</li> <li>• respond to questions on a range of topics (4.1.8)</li> <li>• express clearly statements of fact, explanations, instructions, accounts and descriptions (4.1.9)</li> <li>• present information and ideas in a logical sequence and include detail and develop ideas where appropriate (4.1.10)</li> </ul> |



- follow and contribute to discussions on a range of straightforward topics (4.1.11)
- respect the turn-taking rights of others during discussions (4.1.12)
- use appropriate phrases for interruption (4.1.13).

The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.

**Aim:**

The aim of this unit is to develop the learner's speaking and listening skills to enable them to obtain and convey information in a range of contexts.

**Learning outcome**

The learner will:

1. obtain information from oral communication by listening (4.1.1, 4.1.2).

**Assessment criteria**

The learner can:

- 1.1 identify the gist of **oral communication** (Lr/L1.6a)
- 1.2 identify detail in **oral communication** (Lr/L1.2d-e)
- 1.3 identify relevant information from **oral communication** (Lr/L1.1a, Lr/L1.2a, c).

**Range**

**AC1.1-AC1.3 oral communication**

eg explanations, instructions, narratives, discussions, presentations

**Learning outcome**

The learner will:

2. present information orally (4.1.6, 4.1.9, 4.1.10).

**Assessment criteria**

The learner can:

- 2.1 speak **clearly** when conveying information (Sc/L1.1a-b)
- 2.2 use language and **register** according to context (Sc/L1.1c)
- 2.3 give **information** based on a straightforward topic (Sc/L1.3a-e, Sc/L1.4a-b).

**Range**

**AC2.1 clearly**

clarity, speed, phrasing, stress, intonation, articulation, pronunciation

**AC2.2 register**

formal to informal appropriate to the situation

**AC2.3 information**

statements of fact, past events, descriptions, comparisons, explanations, accounts, instructions

**Learning outcome**

The learner will:

3. take part in discussions (4.1.3, 4.1.4, 4.1.5, 4.1.7, 4.1.8, 4.1.11, 4.1.12, 4.1.13).

### Assessment criteria

The learner can:

3.1 follow the main points of a straightforward discussion (Lr/L1.1b, Lr/L1.2a, Lr/L1.6b-d)

3.2 make relevant **contributions** in spoken interactions (Lr/L1.2b-c, Lr/L1.5a, Sc/L1.4b, Sd/L1.1a-c, Sd/L1.2a-b,)

3.3 make requests to obtain **information** (Sc/L1.2a-b, Lr/L1.3a)

3.4 respect the **participation rights** of others in a discussion (Sd/L1.2c, Sd/L1.3a, Sd/L1.4a, Lr/L1.4a).

### Range

#### AC3.2 contributions

introductions, take leave, invite, accept/refuse invitations, give reasons, give own viewpoint, respond to other points of view, respond to others' use of register, expand the discussion, give advice, persuade, warn

#### AC3.3 information

personal and factual information, clarify and confirm understanding, directions, instructions, explanations, descriptions, permission

#### AC3.4 participation rights

involve others, use appropriate phrases for interruption, provide feedback and confirmation, negotiate

# Unit 103      Speaking and listening to obtain and convey information

Supporting information

## Assessment methodology

Assignment

## Guidance

LO1 Oral communication could be from a variety of sources eg via television and radio.

LO3 Discussions do not relate solely to formal discussions but could include any spoken interaction.

AC 3.2 When giving **own viewpoint**, learners should be encouraged to consider feelings, views, likes, dislikes, opinions, suggestions, give advice; this could be in the context of making arrangements or plans.

## Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

## Unit 201/601 Reading to obtain information

|   |  |
|---|--|
| <b>UAN:</b>                             | R/506/2280   |
| <b>Level:</b>                           | Level 2  |
| <b>Credit value:</b>                    | 11   |
| <b>GLH:</b>                             | 66   |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the following National Standards for Adult Literacy (Reading) at Level 2:</p> <ul style="list-style-type: none"> <li>• read and understand a range of texts of varying complexity accurately and independently</li> <li>• read and obtain information of varying length and detail from different sources.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>• trace and understand the main events of continuous descriptive, explanatory and persuasive texts (5.2.1)</li> <li>• identify the purpose of a text and infer meaning which is not explicit (5.2.2)</li> <li>• identify the main points and specific detail (5.2.3)</li> <li>• read an argument and identify the points of view (5.2.4)</li> <li>• read critically to evaluate information and compare information, ideas and opinions from different sources (5.2.5)</li> <li>• use organisational features and systems to locate texts and information (5.2.6)</li> <li>• use different reading strategies to find and obtain information, eg skimming, scanning, detailed reading (5.2.7)</li> <li>• summarise information from longer documents (5.2.8)</li> <li>• read and understand technical vocabulary (5.2.9)</li> <li>• use reference materials to find the meanings of unfamiliar words (5.2.10).</li> </ul> <p>The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.</p> |
| <b>Aim:</b>                             | The aim of this unit is to develop the learner's ability to read and understand a range of texts on a variety of topics.   |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:  |
| 1. read a range of texts for different purposes (5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.2.7, 5.2.8). |
| <b>Assessment criteria</b>   |

The learner can:

- 1.1 trace the main events of a range of **texts** (Rt/L2.1a)
- 1.2 distinguish between the different **purposes** of a range of texts (Rt/L2.2a)
- 1.3 read critically to **evaluate** information from a variety of texts (Rt/L2.5a, Rt/L2.8a)
- 1.4 scan texts to locate information (Rt/L2.7a)
- 1.5 read to obtain specific detail (Rt/L2.3a, Rt/L2.7a)
- 1.6 read an argument and identify the points of view (Rt/L2.4a).

### Range

#### AC1.1 texts

chronological, continuous descriptive, persuasive, explanatory texts of more than one paragraph

#### AC1.2 purposes

eg persuade, request action, instruct, tell a story, entertain

#### AC1.3 evaluate

compare information, ideas and opinions, summarise, identify bias, infer meaning

### Learning outcome

The learner will:

2. apply principles of text when reading.

### Assessment criteria

The learner can:

- 2.1 identify **grammatical features** and purpose in text (Rs/L2.1a)
- 2.2 identify **punctuation features** and purpose in text (Rs/L2.2a)
- 2.3 use **strategies** to work out the meaning of words (Rw/L2.1a, Rw/L2.3a).

### Range

#### AC2.1 grammatical features

eg sentence structure, clauses, rhetorical questions, conditionals, passives, ambiguity, whether explicit or implicit

#### AC2.2 punctuation features

eg full stops, question marks, exclamation marks, colons, semi colons, speech marks, apostrophes, brackets

#### AC2.3 strategies

eg word structure, related words, word roots, derivations and borrowing, contexts, metaphors, clichés, idioms, similes

### Learning outcome

The learner will:

3. use strategies to locate text and information (5.2.6, 5.2.9, 5.2.10).

### Assessment criteria

The learner can:

- 3.1 use **reference material** to obtain information (Rw/L2.2a)
- 3.2 use organisational **systems** to locate information (Rt/L2.6a)
- 3.3 use the organisational **features** of text to locate information (Rt/L2.6a).

**Range****AC3.1 reference material**

eg websites, text books, reference books, dictionaries

**AC3.2 systems**

eg hyperlinks, menus, icons, URLs, webpages

**AC3.3 features**

eg bullets, columns, headings, sub headings, colour, font, font size

## **Unit 201/601 Reading to obtain information**

### Supporting information

#### **Assessment methodology**

An externally set and marked test.

#### **Guidance**

AC1.1 Texts could include letters, newspaper and magazine articles, adverts, stories, email.

#### **Assessment requirements**

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

|   |  |
|---|--|
| <b>UAN:</b>                             | M/506/2285   |
| <b>Level:</b>                           | Level 2  |
| <b>Credit value:</b>                    | 11   |
| <b>GLH:</b>                             | 82   |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the following National Standards for Adult Literacy (Writing) at Level 2:</p> <ul style="list-style-type: none"> <li>• write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>• plan and draft writing (5.3.1)</li> <li>• judge how much to write and the level of detail to include (5.3.2)</li> <li>• present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate (5.3.3)</li> <li>• use format and structure to organise writing for different purposes (5.3.4)</li> <li>• use formal and informal language appropriate to purpose and audience (5.3.5)</li> <li>• use different styles of writing for different purposes, eg persuasive techniques, supporting evidence, technical vocabulary (5.3.6)</li> <li>• construct complex sentences (5.3.7)</li> <li>• use correct grammar, eg subject-verb agreement, correct and consistent use of tense (5.3.8)</li> <li>• use pronouns so that their meaning is clear (5.3.9)</li> <li>• punctuate sentences correctly and use punctuation accurately, eg commas, apostrophes, inverted commas (5.3.10)</li> <li>• spell correctly words used most often in work, studies and daily life, including familiar technical words (5.3.11)</li> <li>• proof-read and revise writing for accuracy and meaning (5.3.12)</li> <li>• produce legible text (5.3.13).</li> </ul> <p>The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.</p> |
| <b>Aim:</b>                             | The aim of this unit is to develop the learner's writing skills to enable them to organise and produce accurate text in a style appropriate to the intended audience.  |



**Learning outcome**

The learner will:

1. plan and organise writing (5.3.1, 5.3.2).

**Assessment criteria**

The learner can:

- 1.1 use a **planning strategy** to produce text (Wt/L2.1a-b)
- 1.2 produce text with length and detail suitable for the genre (Wt/L2.2a-b).

**Range****AC1.1 planning strategy**

eg spidergrams, bullet points, flow charts, tree diagram, chart, timeline

**Learning outcome**

The learner will:

2. structure written text according to purpose (5.3.3, 5.3.4, 5.3.5, 5.3.6).

**Assessment criteria**

The learner can:

- 2.1 present **information** using **coherent** structure and features (Wt/L2.3a, Wt/L2.4a, Wt/L2.5a)
- 2.2 use different styles of writing for different **situations and purposes** (Wt/L2.6a, Wt/L2.7a).

**Range****AC2.1 information**

explanations, descriptions, persuasive texts, reports, letters, creative texts eg poetry, plays, short stories

**AC2.1 coherent**

logical, sequential

**AC2.2 situations and purposes**

eg persuade, report, inform, review, console, complain, entertain

**Learning outcome**

The learner will:

3. produce accurate text (5.3.7, 5.3.8, 5.3.9, 5.3.10, 5.3.11, 5.3.12, 5.3.13).

**Assessment criteria**

The learner can:

- 3.1 use a range of sentence structures including **complex** sentences (Ws/L2.1a)
- 3.2 write grammatically correct sentences using a range of tenses (Ws/L2.2a)
- 3.3 use pronouns to improve clarity of writing (Ws/L2.3a)
- 3.4 use correct **punctuation** to add clarity and meaning (Ws/L2.4a)
- 3.5 spell correctly words used in a variety of **situations** (Ww/L2.1a-b)
- 3.6 proof-read and correct text for meaning, spelling, grammar and punctuation (Wt/L2.8a)
- 3.7 produce text that is legible and fit for purpose (Ww/L2.2a).

**Range**

**AC3.1 complex**

a range of phrases, connectives, and clauses eg conditionals

**AC3.4 punctuation**

capital letters, full stops, question marks, exclamation marks, multiple use of commas, inverted commas, apostrophes

**AC3.5 situations**

words used in work, studies and daily life including familiar technical words

## **Unit 202            Writing to convey information**

### Supporting information

#### **Assessment methodology**

Assignment

#### **Guidance**

AC1.1 Planning strategies - learners should have knowledge of a range of planning strategies in order to choose an appropriate strategy for the text that they produce.

AC3.5 Spell correctly – learners will be assessed on spelling common words and relevant key words for work and special interest within the text that they produce using their own spelling strategies.

AC3.7 Legible text can be word-processed if deemed appropriate. If it cannot be understood by an audience, it is not considered to be legible.

#### **Assessment requirements**

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.

|   |   |
|---|---|
| <b>UAN:</b>                             | H/506/2381  |
| <b>Level:</b>                           | Level 2   |
| <b>Credit value:</b>                    | 12  |
| <b>GLH:</b>                             | 73  |
| <b>Relationship to other standards:</b> | <p>This unit is mapped to the following National Standards for Adult Literacy (Speaking and Listening) at Level 2:</p> <ul style="list-style-type: none"> <li>• listen and respond to spoken language, including extended information and narratives and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context</li> <li>• speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation</li> <li>• engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic.</li> </ul> <p>Learners are expected to:</p> <ul style="list-style-type: none"> <li>• listen for and identify relevant information from extended explanations or presentations on a range of topics (5.1.1)</li> <li>• listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts (5.1.2)</li> <li>• speak clearly and confidently in a way which suits the situation (5.1.3)</li> <li>• respond to detailed or extended questions on a range of topics (5.1.4)</li> <li>• respond to criticism and criticise constructively (5.1.5)</li> <li>• make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts (5.1.6)</li> <li>• express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary (5.1.7)</li> <li>• present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding (5.1.8)</li> </ul> |

- 
- make relevant contributions and help to move discussions forward (5.1.9)
  - adapt contributions to discussions to suit audience, context, purpose and situation (5.1.10)
  - use appropriate phrases for interruption and change of topic (5.1.11)
  - support opinions and arguments with evidence (5.1.12).

The learning outcomes are mapped to the National Standards for Adult Literacy and the assessment criteria are mapped to the Adult ESOL Core Curriculum.

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**Aim:**

The aim of this unit is to develop the learner's speaking and listening skills to enable them to obtain and convey information in a range of contexts adapting speech and content to take account of the audience, purpose and situation.

**Learning outcome**

The learner will:

1. obtain information from oral communication by listening (5.1.1, 5.1.2).

**Assessment criteria**

The learner can:

- 1.1 respond to information from spoken text in a non-face-to-face context (Lr/L2.1a-b)
- 1.2 identify detail in **oral communication** (Lr/L2.2a, c-e,)
- 1.3 identify a speaker's **feelings and attitude** (Lr/L2.2b).

**Range****AC1.2 oral communication**

multi-step instructions, narratives, explanations, discussions, presentations

**AC1.3 feelings and attitude**

expressed overtly or through pitch, stress, intonation, register

**Learning outcome**

The learner will:

2. present information orally (5.1.3, 5.1.7, 5.1.8).

**Assessment criteria**

The learner can:

- 2.1 speak **clearly** to suit the **situation** (Sc/L2.1a-c)
- 2.2 present **information** based on a specified topic or context (Sc/L2.4a-f, Sc/L2.5a).

**Range****AC2.1 clearly**

clarity, speed, phrasing, stress, intonation, articulation, pronunciation

**AC2.1 situation**

formal and informal

**AC2.2 information**

eg statements of fact, descriptions, comparisons, explanations, accounts, instructions, narrations

**Learning outcome**

The learner will:

3. take part in discussions (5.1.4, 5.1.5, 5.1.6, 5.1.9 5.1.10, 5.1.11, 5.1.12).

**Assessment criteria**

The learner can:

3.1 make relevant **contributions** in spoken interactions (Lr/L2.3a, Lr/L2.4a-b, Sd/L2.1a, Sd/L2.3a)

3.2 adapt **contributions** according to the **situation** (Sd/L2.2a-d, Sd/L2.5a)

3.3 make requests to obtain **information** (Sc/L2.3a-b)

3.4 respond to constructive suggestions from others (Sc/L2.2a)

3.5 make constructive suggestions to others (Sc/L2.2a, Sd/L2.4a).

**Range****AC3.1-AC3.2 contributions**

questions, give own viewpoint, persuade, respond to other points of view, change of topic, interruption, recognise and use different features of verbal and non-verbal language

**AC3.2 situation**

audience, context, purpose, level of formality

**AC3.3 information**

personal and factual information, clarify and confirm understanding

# Unit 203 Speaking and listening to obtain and convey information

## Supporting information

### Assessment methodology

Assignment

### Guidance

AC1.3 Oral communication could be via television and radio.

AC 3.2 (From range ) When giving **own viewpoint** learners should be encouraged to consider feelings, views, likes, dislikes, opinions, suggestions, give advice; this could be in the context of making arrangements or plans.

LO3 Discussions - the Assessment Criteria do not relate solely to formal discussions but could include any spoken interaction.

### Assessment requirements

These assessment criteria will be assessed against the language conventions stated in the Adult ESOL Core Curriculum. The language conventions can be found in the relevant assignment Assessment Pack.



## 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).

**Centre Manual - Supporting Customer Excellence** 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
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** 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 homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

|   |   |
|---|---|
| <b>UK learners</b><br><b>General qualification information</b>  | <b>T: +44 (0)844 543 0033</b><br><b>E: learnersupport@cityandguilds.com</b>   |
| <b>International learners</b><br>General qualification information  | T: +44 (0)844 543 0033<br>F: +44 (0)20 7294 2413<br>E: <b>intcg@cityandguilds.com</b>   |
| <b>Centres</b><br>Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results  | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: <b>centresupport@cityandguilds.com</b>                                       |
| <b>Single subject qualifications</b><br>Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>F: +44 (0)20 7294 2404 (BB forms)<br>E: <b>singlesubjects@cityandguilds.com</b> |
| <b>International awards</b><br>Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports   | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: <b>intops@cityandguilds.com</b>  |
| <b>Walled Garden</b><br>Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems  | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413<br>E: <b>walledgarden@cityandguilds.com</b>  |
| <b>Employer</b><br>Employer solutions, Mapping, Accreditation, Development Skills, Consultancy  | T: +44 (0)121 503 8993<br>E: <b>business@cityandguilds.com</b>  |
| <b>Publications</b><br>Logbooks, Centre documents, Forms, Free literature   | T: +44 (0)844 543 0000<br>F: +44 (0)20 7294 2413  |

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