

# 2020 - 2021 Adaptations and Alternative Arrangements Essential Skills Northern Ireland (4800)

For the period of: March  
to August 2021



Version 4.0



## Version history

Version	Amendment type	Section/Qualification
1.0 (October 2020)	Document created and published	All
2.0 (February 2021)	Additional guidance added relating to alternative arrangements for external examinations	Alternative Arrangements section
3.0 (April 2021)	The following sections have been added/amended: <ul style="list-style-type: none"> <li>• Submitting CDGs</li> <li>• Centre Declarations</li> <li>• Internal Quality Assurance</li> <li>• External Quality Assurance</li> <li>• Appendix – Grading Descriptors</li> </ul>	Alternative Arrangements section
4.0 (July 2021)	Clarification on arrangements for awarding Essential Skills 2021/22. New section added. Link added to the Essential Skills Instruction for Conducting Examinations document	2. Arrangements 2021/22 4.4



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# 1. Introduction

We recognise that the ongoing nature of this pandemic will likely cause further disruptions for learners and centres and that the observation of government guidance will prove additional challenges for the administration of assessments.

At the beginning of the year, we advised centres should plan to, and wherever possible, deliver all assessments in line with the requirements set out in City & Guilds handbooks and assessment materials. Where this was not possible, we identified adaptations that could be accessed to help centres and learners complete their summative assessments.

On 21 January 2021, Coronavirus lockdown restrictions in Northern Ireland were extended until 5 March. The announcement underlined how difficult it is to predict when this position might change, and this uncertainty has led to decisions aimed at adding some degree of certainty for the coming months. It became apparent that alternative arrangements would need to be introduced alongside the existing adaptations.

In response to these events the Minister for the Economy stated:

*“It is clear that the pandemic has been increasingly disrupting the delivery of vocational education in NI. Despite the best efforts of local learning centres, it is apparent that a business-as-usual approach is no longer sustainable for this academic year, nor indeed fair on learners. The local lockdowns, social deprivation and lost learning time have been particularly hard on our young people and I am committed to doing all I can to alleviate some of the anxiety and uncertainty being experienced with regard to vocational education.”*

The Minister also stated:

*“In relation to Essential Skills, external exams will also be cancelled and replaced with a teacher judgement approach, based upon suitable evidence. There will be a short transition period where Essential Skills on-demand exams will still be available up to the end of February 2021, where they can be taken safely in line with PHA guidance, until the new arrangements are in place.”*

Following on from this announcement City & Guilds has received a directive from CCEA Regulation stating that all externally assessed examinations will be replaced with a Centre Determined Grade (CDG) approach, based on trusted evidence. This means that Essential Skills examinations will not take place from 1 March 2021 until 31 August 2021.

This guidance document sets out the Essential Skills adaptations and alternative arrangements available. This document has been designed to complement the **City & Guilds Qualification assessment adaptation guidance** document which can be found on City & Guilds COVID-19 webpages.



## 1.1. Scope

The information in this document applies to City & Guilds approved centres in Northern Ireland who offer any of the qualifications listed below:

4800-40	Essential Skills qualifications in Communication and Literacy
4800-50	Essential Skills qualifications in Application of Number and Numeracy
4800-60	Essential Skills qualifications in Information and Communication Technology



## 2. Arrangements for 2021/22

We have received directive from CCEA which outlines the following:

***Examinations and assessments for all Essential Skills (Northern Ireland) qualifications are to go ahead as per normal Essential Skills policy for summative assessments or in an adapted form<sup>1</sup>, from 1st September 2021 onwards;***

***Awards are to be made on the basis of normal examination and assessment evidence.***

The adaptations outlined in section 3 of this document will remain in place for the 2021/22 academic year.

It is however recognised, to support any contingency planning, should public health circumstances worsen, that City & Guilds must ask centres to retain trusted sources of formative and summative assessment evidence, (as outlined in the section 3. Alternative Arrangements 3.2.1 Types of Trusted Evidence) for learners participating in Essential Skills during the 2021/22 academic year.

## 3. Alternative Arrangements

City & Guilds must cancel externally set and marked examinations for Essential Skills qualifications and move to a Centre Determined Grade (CDG) approach, based on trusted evidence. This arrangement will apply from the **1 March 2021 until the 31 August 2021**.

During this time, externally marked Essential Skills assessment must only be awarded through alternative arrangements.

The CDG replaces the assessment evidence from the examinations.

The alternative arrangements in this document apply to centres in Northern Ireland who offer any of the assessments listed below:

Assessment Code	Assessment Title
4800-011	Level 1 Communication - Reading and Writing
4800-021	Level 2 Communication - Reading and Writing
4800-111	Level 1 Application of Number
4800-121	Level 2 Application of Number

Please note:

Alternative arrangements are only available for external examinations. External examinations will not be available from 1 March 2021 – 31 August 2021. Learners due to take undertake these assessments during this period must use alternative arrangements.

Internal assessment such as Speaking and Listening cannot use alternative arrangements and must be completed utilising the adaptations available.

### 3.1. Eligibility

Centres will determine a grade (Pass/Fail) in Essential Skills for learners who either are:



- legitimately expected to take an Essential Skills external examination between 1 March 2021 and 31 August 2021, or
- could not take their planned external assessment during the academic year 2020/2021 for reasons outside of their control.

Please note this includes learners who were expected to re-sit an assessment.

To demonstrate the eligibility of a learner, centres should gather and retain evidence, that may be required for audit purposes. This evidence should include:

- Date of initial assessment, assessment level and target level;
- Details of the class/ delivery model, day, time;
- Total number of guided learning hours attended including an indication if instruction was face-to-face or carried out remotely;
- Tracking to indicate coverage of content/readiness to take examination; and
- Authentication indication - learner and teacher signature, or electronic alternatives.

### 3.2. Making judgements for Centre Determined Grades

Centres will make judgements on a learner's performance against the minimum evidential requirements. This professional judgement is derived from evidence held within the centre and which has been reviewed by tutors, quality assured and approved by relevant heads of department.

This will be a holistic, professional judgement balancing different sources of trusted evidence. Tutors and heads of department will have a strong understanding of candidates' skills, knowledge and understanding.

#### 3.2.1. Types of Trusted Evidence

In coming to this judgement, centres should assume that it is no easier or harder for a learner to achieve this year, compared to previous years. Judgements should reflect how they would have performed if they were to take the external examination.

Tutors should, where possible, draw on existing records and available evidence. Centres must ensure the evidence used is current, valid, sufficient and authentic to the candidate. It is important that the judgements are objective, and they should only take account of evidence about candidate performance. We recognise that centres will have incomplete evidence, and that the range and amount of evidence will vary between different candidates. Centres should give weight to the most trusted sources of evidence.

We strongly recommend that centres make use of our practice/sample tests in order to inform their judgement. These tests will provide the most trusted and reliable sources of evidence in relation to a learner's performance against the qualification standards. Whilst we recommend that these take place in supervised conditions to ensure durations are adhered to and the work is authentic to the learner, we recognise that this poses a number of operational challenges for centres. Therefore, these tests can be taken under relaxed conditions; i.e., without supervision and remotely, however the centre must confirm the authenticity and validity of the evidence in relation to the expected performance of the learner.

Suggested ways to authenticate evidence may include any one from the following:



- Conducting a discussion with the learner around how they found the activity, the approach they took to some questions in order to authenticate they completed the work and they can explain the approaches they've taken.
- Comparing the performance demonstrated for this piece of evidence against other evidence produced by the learner, or against the level of attainment that has been seen through teaching and learning.
- Asking the learner to complete a declaration confirming the work is their own when the work is submitted.

Please note this is not an exhaustive list and often the best way to ensure authenticity is to carry out a mixture of the activities outlined above.

For each qualification at a centre, all tutors that have taught the candidate should be involved in judging whether they have passed / failed, giving greatest weight to the most trusted sources of available evidence, in the order listed below:

- Previous centre-marked attempts at Essential skills practice tests
- Formative assessment results. Formative assessment is defined as assessment undertaken to check learning has taken place and assess progress towards the level. This can be centre-devised or an externally set assessment. This does not include initial and diagnostic assessment (see below)
- Any other candidate work towards the qualification (i.e., work they have independently undertaken in class or at home)
- Initial and diagnostic assessment
- Candidate work demonstrating the skills assessed by Essential Skills qualifications that has been completed in support of another qualification learning aim.

For audit purposes, centres must produce and retain a written justification of the CDG and records of the evidence submitted for each learner until the end of the appeal period. Below are some examples of what this should include:

- confirmation that the minimum evidential requirements have been met,
- the evidence that was used to form the judgement, including the condition this evidence was generated under,
- declaration of authenticity from the learner around any evidence used,
- the centre judgement decision and justification,
- any internal quality assurance records.

### 3.2.2. Assigning CDGs

When learners are deemed ready for assessment, centres will be asked to make an objective judgement of each learner's performance on a range of evidence relating to the qualifications content that they have been taught (either in the classroom or via remote learning).

In coming to these decisions, tutors will use their professional judgement to objectively balance the range of evidence available for each learner. Centres should aim to use high quality evidence that clearly relates to the specification, in terms of both content and assessment.

We have added grading descriptors into the appendix of this document to support centres doing this.





### 3.3. Submitting Centre Determined Grades

Once centres have completed their CDG judgements and all IQA has been completed they will need to submit a result against each learner via Walled Garden Alternative Results Process.

We are not mandating that centres must submit Fail grades for learners as part of the CDG process, however centres are able to do this if they wish.

Centres must adhere to the requirements set out by City & Guilds for internal quality assurance.

We will publish detailed guidance documents to support centres to understand the process and systems that need to be used to support the submission of CDG results. This can be found on the Nations Covid-19 webpage [here](#).

#### 3.3.1. Centre Declarations

##### **At the point of Eligibility Booking**

When centres complete the eligibility booking process to notify City & guilds of their intention to submit a CDG for learners within a particular assessment window they should also complete an Essential Skills Centre Policy and Approach (CPA) form which can be found on the Nations Covid-19 webpage.

Centres must provide detail around their process for determining CDGs, the use of supporting evidence, and how they will be internally quality assured.

The form covers the approach for all Essential Skills Qualifications being delivered. It must be completed by the Head of Centre, or someone with the designated authority to act on their behalf, as a statement of compliance.

It demonstrates:

- the process you will use to determine CDGs,
- how you will ensure sufficient range and appropriate use of evidence,
- robust IQA procedures, including effective internal standardisation,
- evidence retention policy.

The Head of Centre Declaration is comprised of this form, in addition to the confirmation at the point of submission for CDGs to Walled Garden.

You only need to complete one form per centre. Please note you do not need to complete a form for each assessment window.

##### **At the point of CDG submissions**

A declaration is required to confirm the centre has followed the guidance/requirements within this document. Centres must agree to this declaration each time they submit CDG results to City & Guilds.

This declaration will confirm that:

- all grades are accurate and represent the professional judgements made by centre staff,
- all grades have been checked for accuracy and reviewed by a second member of staff,



- the centre has met the requirements set out by City & Guilds for internal quality assurance,
- each grade is based on sufficient, appropriate evidence and is the learner's own work,
- access arrangements were provided where necessary with appropriate input from specialist tutors (and where not, that this has been taken into account),
- judgements have not been influenced by pressure from candidates, parents or carers,
- all relevant evidence and records are available for inspection, as necessary and will be retained for 12 months following submission.

### 3.3.2. Internal Quality Assurance

Centres must ensure that CDGs are subject to Internal Quality Assurance (IQA) to ensure all staff involved have a common understanding of the CDG process and the Essential Skills subject content. This is to support the centre's delivery team in making consistent and valid assessment decisions. This will involve effective standardisation activities throughout the process (e.g. at the point of evidence collection when reviewing evidence and making assessments of evidence).

These activities could include agreeing on the weighting of evidence for an assessment, ensuring a common understanding of standards and collectively working through the evaluation of evidence and the assessment of evidence process.

This may also involve looking at comparative centre data for assessments from previous years (where applicable) to sense check performance levels.

Every CDG must be:

- reviewed by another subject tutor/assessors, and
- signed off by the head of department or head of centre.

This is to ensure the CDG given is not a reflection of one teachers/individual's judgement. This is to embed a fairness to learners and also support consistency across a centre within the process.

The IQA approach centres take should reflect the experience of the assessors/teachers and the volume of candidates, as well as whether the component is normally externally marked by City & Guilds. Dependent on these factors, the centre may decide either that a risk-based sampling approach is suitable or that all assessors' judgements should be reviewed.

Centres should be confident that work produced is the learner's own and that the learner has not been given inappropriate levels of support to complete it, either in the centre or at home.

CDGs must therefore be authenticated and signed off by the Head of Centre as part of the submission process.

IQA processes will be reviewed as part of our external quality assurance monitoring. City & Guilds will sample the evidence held for learners and the supporting IQA records. If we have any queries, we will then contact the centre for more information.

City & Guilds will be publishing a guide on Internal Quality Assurance for CDGs which will be available on our Covid-19 webpages.



### 3.3.3. External Quality Assurance (EQA)

We will undertake monitoring and sampling of CDGs as part of our external quality assurance activities this year to confirm the validity and reliability of results. This will involve looking at:

- samples of evidence
- centre approach and processes,
- centre internal quality assurance activities.

Our EQA process will consist of an assurance and a validation stage.

#### **Assurance**

We will review the information centres submit in the Essential Skills Centre Policy and Approach (CPA) form available via the Covid-19 Nations page on the City & Guilds website. As part of this form centres will outline the evidence they intend to use to support their CDG judgements and their approach to Internal Quality Assurance. We will use these responses to gain assurance on each centre's approach to CDG.

If we require further clarification and assurance we will contact centres for further information. If necessary, we may also allocate a City & Guilds associate to have a further conversation and provide additional support.

#### **Validation**

Once we are assured of the approach a centre is taking we will then sample centres to validate processes have been followed as expected.

We will select a sample of centres using a risk-based and random sampling strategy, using the information submitted via the Eligibility Booking. Once we receive a centre's CDG result submissions, we will identify the learners we wish to sample and notify centres of the next steps of how to submit evidence to us.

The sample of learners will cover both the range of Essential Skills subjects (i.e. Communication, Application of Number) and levels the centre has submitted results for.

'Evidence' will include the following:

- the learner evidence used to make the judgement i.e. a sample test,
- any assessment decisions relating to that evidence i.e. the marking
- any IQA records relating to this evidence.

We will review the evidence submitted and validate that:

- there is authenticated evidence to support the learner has met the standard,
- the evidence is sufficient and appropriate to support the result,
- the centre followed the process outlined at assurance stage which is appropriate and includes IQA.

If we identify concerns during the EQA stage, we will contact centres and potentially ask for any of the following:

- clarification on the evidence submitted,
- additional evidence for the sampled learners with a supporting rationale for the grade submitted,
- for centres to consider the wider impact on other learners where the same type of evidence has been used to support a CDG judgement, asking what centres will do to address this impact,
- evidence for additional candidates.



We will hold results for all learners submitted during that assessment window until concerns are addressed.

If a centre is sampled, all EQA activity must be completed before results can be released. If there are outstanding EQA actions, at the results deadline date, results will not be processed until all actions are addressed.

### 3.3.4. Submission windows

There will be a number of opportunities throughout summer 2021 for centres to request CDGs for individual eligible learners and to submit results. We will publish these on our website.

### 3.3.5. Access arrangements and special consideration

For any candidates where access arrangements have been agreed (for example a reader or extra time), the judgement should take account of likely achievement with the access arrangement in place.

Centres should give consideration of where illness or other personal circumstances might have affected candidate performance in formative assessments or assessment components that have already been undertaken.

## 3.4. Issuing Results

Centres who require a result for the 12<sup>th</sup> August results day must submit their CDGs by Window 2. Further detail relating to our assessment windows can be found on the Nations Covid-19 webpage.

Results can only be issued:

- where the Head of Centre declaration has been completed correctly,
- after the quality assurance process has been completed by City & Guilds.

Centres **must not, under any circumstances, share the centre determined grades** with candidates, or their parents/carers or any other individuals outside the centre before final results have been issued by City & Guilds.

If any member of centre staff does share this information with anyone outside the centre, other than City & Guilds, this **must** be reported to City & Guilds immediately as suspected malpractice. For further information on reporting suspected malpractice please refer to the City & Guilds document, available on the City & Guilds website.

This is to protect the integrity of tutors' judgements, and to avoid tutors, heads of department, senior leaders or Heads of Centre being put under pressure by candidates and parents, to submit a grade that is not supported by the evidence or has not been quality assured by City & Guilds.

### 3.5.1 Appeals

There will be an appeals process available for centres this year and details on this will be made available shortly.



## 4. Adaptations

Where possible centres should deliver assessments in line with normal assessment conditions ensuring this is done in line with Public Health Advice. However, where this is not possible, centres can use the adaptations outlined below.

Centres need to notify City & Guilds when they intend to apply an adaptation to Essential Skills assessments before delivering the assessments. The **Centre Intention form** can be found [here](#).

### 4.1. Communication Speaking and Listening

There is no Centre Determined Grade submission for Speaking and Listening.

Where Speaking and Listening assessments cannot be conducted in person, remote assessment can be used as an adaptation.

Where a centre is unable to carry out face to face assessment of Speaking and Listening and wants to carry out the assessment remotely, they must contact their EQA who may wish to observe the assessment as part of their sampling activities.

When the assessment is carried out remotely the assessor does not have to be in the same location as the candidate or other participants.

In all cases the centre must:

- meet all requirements of the assessment,
- be able to verify the candidate's identity,
- have video or audio evidence of each assessment,
- keep records on which assessments were completed remotely,
- email their EQA with dates and times of any remote Speaking and Listening activities. The EQA may choose to attend a session as part of a sampling activity.

The assessor must be confident about the identity of every candidate that completes an assessment. If the assessor suspects that a candidate has taken an assessment in the name of another candidate, this must be reported to City & Guilds immediately as potential malpractice.

As the criteria at both Level 1 and Level 2 require the candidate to use an image to support discussion, assessors must consider how this image will be shared amongst the participants if the recording is an audio rather than a video recording. This must be clearly stated in the assessment record.

If necessary, candidates may be given a short preparation time for discussion/presentation tasks off camera at Levels 1 and 2.

### Video or audio evidence

Where video or audio evidence is being used in remote assessment situations, the centre is responsible for:

- testing all video or audio recording equipment before the assessment begins,



- instructing candidates to clearly state their full name and candidate enrolment number at the beginning of each recording,
- securely storing all the recordings, on the centre's computer system as soon as practically possible, **not on** the individual assessor's personal drive,
- providing good quality recording with clear audio and video,
- ensuring the voices of the candidate(s) and the assessor are clearly audible throughout the assessment.
- using a quiet location for recording
- storing all recordings until after the next EQA activity
- ensuring that the recordings are not edited.

All filenames of the recordings must be labelled with:

- centre name and number
- candidate enrolment number(s)
- level and assessment activity

Important information to be included in the recording by the assessor:

- centre name
- centre number
- name of the assessor
- date of activity
- type of assessment taking place e.g., Level 1 formal group discussion
- name and candidate number(s) of the candidate(s) being assessed, and the names of any participants not being assessed
- location of the participants e.g., workplace or home – not specific details
- the time the assessment begins and the time the assessment ends.

## Online meeting security

Where online meeting software is used, the centre may want to consider the following:

- If the meeting can be locked to the invited attendees only or where this functionality is not available, a meeting password can be set and shared with the candidates in advance.
- Reviewing the security, meeting best practice and privacy policy for the chosen virtual meeting software.
- After the assessment has finished, the assessor should also end the meeting.
- Regularly check for any security issues or technical issues that may affect your selected virtual meeting product.



## Specific Speaking & Listening Task Guidance

Level	Activity	Guidance
Entry level 1	Activity 1a.	This is assessed on a one-to-one basis. The assessor can share the source material on their screen. They should not send any live assessment material to the candidate.
Entry level 2	Activity 2a.	This is assessed on a one-to-one basis. The assessor can share the source material on their screen. They should not send any live assessment material to the candidate.
	Activity 2b Group discussion	As usual, the assessor can take part in the discussion at this level.
Entry level 3	Activity 3a.	This is assessed on a one-to-one basis. The assessor can share the source material on their screen. They should not send any live assessment material to the candidate
	Activity 3b Group discussion	As usual, the assessor can take part in the discussion at this level.
Levels 1 and 2		These tasks can be conducted remotely. As these tasks are centre-devised, centres will need to consider how this can be delivered remotely whilst upholding all other controls around the assessment.

### 4.2. Adult Literacy/Numeracy at Entry Level

Assessment can take place remotely without supervision. Materials can be shared with candidates to complete in their own time.

City & Guilds will make versions of these tasks available as writable PDFs to support learners completing these activities remotely.

### 4.3. Information and Communication Technology Level 1 and Level 2

These qualifications are assessed by a portfolio of evidence, the collation of this evidence does not need to happen under supervised conditions. Centres should consider the full range of evidence that can be used and the candidate's normal way of working.

### 4.4. Level 1 and 2 Application of Number/Communication Examinations.

These examinations are available on an on-demand basis, as paper-based examinations only.

We have reviewed the Instructions for Conducting Examinations document and added flexibility into the way these assessments are conducted to assist with the manageability of delivering these examinations. This document can be found on the 4800 qualification page [here](#).

### 4.5. External Quality Assurance

At present, all external quality assurance activity will be conducted remotely. Where centres are assessing Speaking and Listening activities remotely, they must advise their External Quality Assurer (EQA) in advance.



City & Guilds EQAs aim to attend a sample of Speaking and Listening assessments that are conducted remotely in order to carry out their quality assurance checks.

## 5. Further advice and information

CCEA website:

<https://ccea.org.uk/regulation>

Ministerial direction:

<https://www.economy-ni.gov.uk/news/dodds-announces-cancellation-vocational-and-essential-skills-exams>

### General guidance

For all general queries relating to arrangements for 2021, contact our Customer Support team who are available Monday to Friday 8 am to 6 pm excluding UK public holidays.

✉ [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

☎ 01925 930 800

### Quality assurance and submission

For all other queries relating to these arrangements, contact our Quality team who are available Monday to Friday 8.30 am to 5 pm excluding UK public holidays.

✉ [fs.quality@cityandguilds.com](mailto:fs.quality@cityandguilds.com)

☎ 0300 303 53 52





## 6. Appendices

### Minimal Evidence Requirements

#### Level 1 Application of Number

Each centre determined grade must be based upon evidence which covers 100% of the qualification specification's skill standard, and at least 80% of the coverage and range.

Skill standards	Coverage and range
<b>Representing</b> 1. Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine. 2. Identify and obtain necessary information to tackle the problem. 3. Select mathematics in an organised way to find solutions.	a) Understand and use whole numbers and understand negative numbers in practical contexts; b) Add, subtract, multiply and divide numbers (whole and decimals) using a range of strategies; c) Understand and use equivalences between common fractions, decimals and percentages; d) Add and subtract decimals up to two decimal places; e) Solve simple problems involving ratio, where one number is a multiple of the other; f) Use simple formulae expressed in words for one- or two-step operations;
<b>Calculating</b> 4. Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes. 5. Use appropriate checking procedures at each stage.	g) Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature; h) Convert units of measure in the same system; i) Work out areas and perimeters in practical situations; j) Construct geometric diagrams, models and shapes;
<b>Interpreting</b> 6. Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations.	k) Extract and interpret information from tables, diagrams, charts and graphs; l) Collect and record discrete data and organise and represent information in different ways; m) Find mean and range; n) Use data to assess the likelihood of an outcome.



## Level 2 Application of Number

Each centre determined grade must be based upon evidence which covers 100% of the qualification specification's skill standard, and at least 80% of the coverage and range.

Skill standards	Coverage and range
<b>Representing</b> 1. Understand routine and non-routine problems in familiar and unfamiliar contexts and situations. 2. Identify the situation or problems and identify the mathematical methods needed to solve them. 3. Choose from a range of mathematics to find solutions.	a) Understand and use positive and negative numbers of any size in practical contexts b) Carry out calculations with numbers of any size in practical contexts, to a given number of decimal places; c) Understand, use and calculate ratio and proportion, including problems involving scale; d) Understand and use equivalences between fractions, decimals and percentages; e) Understand and use simple formulae and equations involving one- or two-step operations;
<b>Calculating</b> 4. Apply a range of mathematics to find solutions. 5. Use appropriate checking procedures and evaluate their effectiveness at each stage.	f) Recognise and use 2D representations of 3D objects; g) Find area, perimeter and volume of common shapes; h) Use, convert and calculate using metric and, where appropriate, imperial measures;
<b>Interpreting</b> 6. Interpret and communicate solutions to multi-stage practical problems in familiar and unfamiliar contexts and situations. 7. Draw conclusions and provide mathematical justifications.	i) Collect and represent discrete and continuous data, using ICT where appropriate; j) Use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate; k) Use statistical methods to investigate situations; l) Use probability to assess the likelihood of an outcome.



## Level 1 Reading/Writing

Each centre determined grade must be based upon evidence which covers 100% of the qualification specification's skill standard, and at least 80% of the coverage and range. There must be evidence that candidates can read, understand and use information from two source documents containing straightforward texts and write two documents in response to a stimulus.

Skill standards	Coverage and range
<b>Reading</b> 1. Read and understand a range of straightforward texts.	a) Identify the main points and ideas and how they are presented in a variety of texts; b) Read and understand texts in detail; c) Utilise information contained in texts; d) Identify suitable responses to texts; e) In more than one type of text.
<b>Writing</b> 2. Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.	f) Write clearly and coherently, including an appropriate level of detail; g) Present information in a logical sequence; h) Use language, format and structure suitable for purpose and audience; i) Use correct grammar, including correct and consistent use of tense; j) Ensure written work includes generally accurate punctuation and spelling and that meaning is clear; k) In more than one type of text.



## Level 2 Reading/Writing

Each centre determined grade must be based upon evidence which covers 100% of the qualification specification's skill standard, and at least 80% of the coverage and range. There must be evidence that candidates can read, understand and use information from two source documents containing straightforward texts and write two documents in response to a stimulus.

Skill standards	Coverage and range
<b>Reading</b> 1. Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	a) Select and use different types of texts to obtain and utilise relevant information; b) Read and summarise, succinctly, information/ideas from different sources; c) Identify the purposes of texts and comment on how meaning is conveyed; d) Detect point of view, implicit meaning and/or bias; e) Analyse texts in relation to audience needs and consider suitable responses; f) In two or more texts.
<b>Writing</b> 2. Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively.	g) Present information/ideas concisely, logically and persuasively; h) Present information on complex subjects clearly and concisely; i) Use a range of writing styles for different purposes; j) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively; k) Punctuate written text using commas, apostrophes and inverted commas accurately; l) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.



## Grading Descriptors

### Communication

#### Level 1

**The candidate has demonstrated they can read and understand a range of straightforward texts.** They can identify the main points and ideas and how these are presented in more than one type of text, and they can demonstrate **at least some** understanding of these texts in more detail.

The candidate has shown the ability to utilise the information contained in these texts and identify suitable responses **at least some of the time**.

**The candidate has demonstrated they can write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for purpose and audience.** They can:

- write clearly and coherently;
- include an appropriate level of detail;
- present information in a logical sequence;
- use language, format and structure suitable for purpose and audience;

**mostly or at least some of the time.** Weaker performance (some of the time) in one or two of these requirements is compensated for by stronger performance (most of the time) in others.

**The candidate has demonstrated at least some ability to produce written work that includes accurate punctuation, spelling and grammar with overall clear meaning,** including generally correct and consistent use of tense. More limited accuracy in one of these areas is compensated for by stronger performance in one or more of the others.

**The candidate has met both the reading and writing requirements.** A weaker performance (some of the time) in one is compensated for by a stronger performance (most of the time) in the other.

#### Level 2

**The candidate has demonstrated they can select, read, understand and compare texts and use them to gather information, ideas and opinions.** Using at least two different types of text, they can:

- obtain and use relevant information;
- summarise information and ideas from different sources;
- identify the purposes of texts;
- comment on how meaning is conveyed;
- detect point of view, implicit meaning and bias;
- Analyse texts in relation to audience needs and consider suitable responses;

**at least some of the time.** Weaker performance in some of these requirements is compensated for by stronger performance in others.

**The candidate has demonstrated that they can write a range of texts, including on complex subjects, communicating information, ideas and opinions effectively.** They can:

- write clearly, concisely and with an appropriate level of detail;
- use language, format and structure suitable for purpose and audience;
- write persuasively where appropriate;
- use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively;

**mostly or at least some of the time.** Weaker performance (some of the time) in one or two of these requirements is compensated for by stronger performance (most of the time) in others.



**The candidate has demonstrated at least some ability to produce written work that includes accurate punctuation, spelling and grammar that supports clear meaning**, including generally accurate use of commas, apostrophes and inverted commas where appropriate. More limited accuracy in one of these areas is compensated for by stronger performance in one or more of the others.

**The candidate has met both the reading and writing requirements.** A weaker performance (some of the time) in one is compensated for by a stronger performance (most of the time) in the other.

## **Application of Number**

### **Level 1**

The candidate has demonstrated that they can:

- Read and understand straightforward mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material.
- Specify and describe a practical activity, problem or task using mathematical information and language to make accurate observations and identify suitable calculations to achieve an appropriate outcome.
- Generate results to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose.
- Present and explain results which meet the intended purpose using an appropriate format to a given level of accuracy.

The candidate should be able to apply their skills to different, but familiar contexts. The candidate should be able to apply their knowledge to develop skills, knowledge and understanding of contextual tasks.

To solve problems both with and without a calculator. More limited performance on some problems is compensated by strong performance on other problems.

The candidate has demonstrated secure understanding and accurate application of the level 1 skills specified in each of the three content areas of Number, Measures Shape and Space and Handling Data. Performance may be limited in a few of more peripheral and less familiar aspects of one or more content area.

### **Level 2**

The candidate has demonstrated that they can:

- Read and understand straightforward mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material.
- Specify and describe a practical activity, problem or task using mathematical information and language to increase understanding and select appropriate methods for carrying through a substantial activity.
- Generate results to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose.
- Present and explain results clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience.



The candidate should be able to apply their skills to different, but familiar contexts. The candidate should be able to apply their knowledge to develop skills, knowledge and understanding of contextual tasks.

The candidate will understand and solve multi-stage practical problems. The candidate will draw conclusions and make decisions with mathematical justification. Competency will be shown for comparing two sets of data and making accurate conclusions.

To solve problems both with and without a calculator. More limited performance on some problems is compensated by strong performance on other problems.

The candidate has demonstrated secure understanding and accurate application of the level 2 skills specified in each of the three content areas of Number, Measures Shape and Space and Handling Data. Performance may be limited in a few of more peripheral and less familiar aspects of one or more content area.

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