



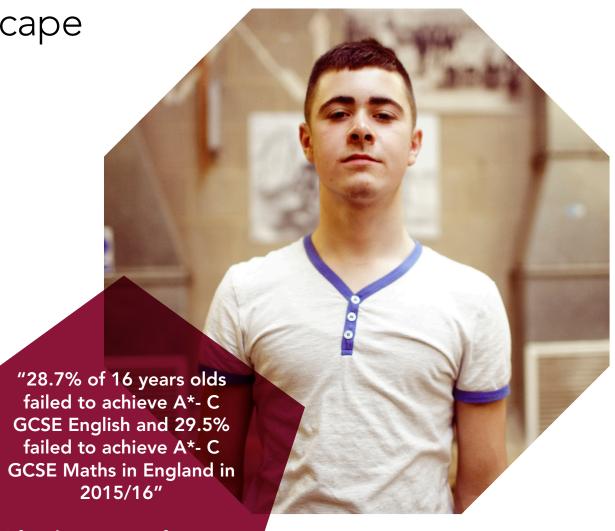
Maths and English qualifications compared

Helping you to navigate the Maths and English landscape

We understand the skills landscape is ever-changing, and that greater emphasis is now being placed on the inclusion of maths and English within vocational learning. Within England, the Government has shown a continued commitment to raising standards in these areas, placing increasing pressure on providers to help learners progress to GCSE.

That's why we've created a useful guide to allow you to easily compare the various maths and English qualifications that City & Guilds offers. It also allows you to see how each of these qualifications relate to GCSE, so that you can pick the right qualification for your learners.

# Maths > English >



Ofqual summary of summer 2016 GCSE results

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GCSE Mathematics (not offered by City & Guilds)  First introduced in September 1986 as a major qualification for 14-16 year-olds.  Replaced GCE 'O' Level and CSE.  Revised several times by successive governments, with further reforms planned over next 3-4 years (and different versions in Northern Ireland and Wales).  Counts towards Apprenticeships, framework requirements.  Certificate in the Principles of Using Mathematics (Core Maths) (3849)  Launched by City & Guilds in June 2013.  Designed to help learners demonstrate a solid grasp of mathematical techniques, and the confidence to work under pressure. Apprenticeships, Counts towards Apprenticeships framework requirements.  Counts towards Apprenticeship framework requirements.  Appropriate for:  Appropriate for:  Appropriate for:  Appropriate for:  14-16 learners  16-18 learners  19- learners  Those in employment  Appropriate for:  Those who are unemployed  Awards/Certificates in Mathematics (3844)  Certificate in the Principles of Using Mathematics (Core Maths) (3849)  Launched by City & Guilds in June 2013.  Launched by City & Guilds in June 2013.  Designed to help learners demonstrate a solid grasp of mathematical techniques and Applying Mathematics (Core Maths) (3849)  Introduced for first teaching from September 2015  A qualification designed to increase the number of learners who hold GCSE grade 4 or above in Mathematics  Designed for post-16 and adult learners.  Partly intended to replace the Adult Numeracy qualifications.  Papropriate for:  Appropriate for:  14-16 learners  16-18 learners  19- learners  19- learners  Those in employment  Those who are unemployed  Appropriate for:  Those who are unemployed	Overview		Levels Covered	Structure, characteristics and assessment approach	Purpose		Grading	Particularly suitable for	Using maths in learning programmes
as a major qualification for 14-16 year-olds.  Replaced GCE 'O' Level and CSE. Revised several times by successive governments, with further reforms planned over next 3-4 years (and different versions in Northern Ireland and Wales).  Counts towards Apprenticeship framework requirements.  Counts towards Apprenticeship framework requirements.  Appropriate for:  Those in employment  Possigned to help learners improve specific areas of their mathematical stechniques, and the confidence to work under pressure.  Assessed entirely through an onscreen test.  Designed to help learners demonstrate a soll digrasy of and have techniques, and the confidence to work under pressure.  Assessed entirely through an onscreen test.  Designed for post-16 and adult learners.  Designed for post-16 and adult learners.  Designed for post-16 and adult learners.  Partly intended to replace the Adult Numeracy qualifications.  Appropriate for:  Appropriate for:  Appropriate for:  Appropriate for:  Those in employment  Those who are unemployed  A qualification designed to increase demonstrate a soll digrasy of and have the chriques, and the confidence to work under pressure.  Assessed entirely through an onscreen test.  Designed for post-16 and adult learners.  Designed for post-16 and adult learners.  Partly intended to replace the Adult Numeracy qualifications.  Appropriate for:  Appropriate for:  Appropriate for:  Appropriate for:  Appropriate for:  Appropriate for:  Those in employment  Appropriate for:  Those who are unemployed		s)	Mathematics		Mathematics Skills	IV	Nathematical Techniques	s Mather	nd Applying natics (Core Maths)
Appropriate for:  Appropriate for:  Appropriate for:  Appropriate for:  Appropriate for:  14-16 learners  16-18 learners  16-18 learners  19+ learners  19+ learners  19+ learners  19+ learners  10-18 learners  10-19 learne	<ul> <li>as a major qualification for 14 year-olds.</li> <li>Replaced GCE 'O' Level and</li> <li>Revised several times by successful several t</li></ul>	4-16 CSE. cessive forms (and n Ireland	<ul> <li>following a thre</li> <li>Effectively replated qualifications.</li> <li>Aimed at a wide people and adulate a variety of setti Apprenticeship.</li> <li>Counts towards</li> </ul>	e-year pilot.  aced Key Skills  e range of young  alts, and completed in  ings (e.g.  s).	<ul> <li>Designed to help learners improv specific areas of their mathematic and have this progress recognised through flexible, 'bite-sized' units achievement.</li> <li>Designed for post-16 and adult learners.</li> <li>Partly intended to replace the Ad</li> </ul>	e e s d d of e ult	2013.  Designed to help learned demonstrate a solid gramathematical technique confidence to work under Assessed entirely through onscreen test.  Designed for post-16 and learners.  Partly intended to replace	Septe ers sp of es, and the er pressure.  Desig hold ( Mathe and adult  The C design for the study, Maths gover partic mathe	mber 2015  lification designed to increase umber of learners continuing to mathematics beyond GCSEs  med for post 16 learners who GCSE grade 4 or above in ematics  ore Maths qualification is med to better prepare students a mathematical demands of employment and life. The Core initiative is a major part of the nament's plan to increase pation and raise standards in ematics – the ambition is for
# 14-16 learners  # 16-18 learners  # 16-18 learners  # 16-18 learners  # 16-18 learners  # 19+ learners  # 19+ learners  # Those in employment  # Those who are unemployed			Appropriate for	:	Appropriate for:	A	Appropriate for:	mathe	ematics to 18 by 2020. The
# Those in employment								emplo profes	oyers, universities and ssional bodies as valuable
Appropriate for:  Those in employment  Those who are unemployed  Those who are unemployed								emplo	
				lovmont		"		Appro	priate for:
Those who are unemployed					Trilose wito are unemployed	T	Those who are unemp		8 learners
† 19+ learners			Triose who are	- инетроуей				<b>†</b> 19+	learners

Overview	Levels Covered	Structure, characteristics and assessment approach	Purpose	Grading	Particularly suitable for	Using maths in learning programmes
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GCSE Mathematics (not offered by City & Guilds)	Functional Skills Mathematics (3748)	Awards/Certificates in Mathematics Skills (3847)	Certificate in the Principles of Using Mathematical Techniques (3844)	Using and Applying Mathematics (Core Maths) (3849)
Level 2 (Grades A* - C or 9 - 5) Level 1 (Grades D - G or 4 - 1)	Level 2 Level 1 Entry Level 3 Entry Level 2 Entry Level 1	Level 2 Level 1 Entry Level 3 Entry Level 2 Entry Level 1	Level 2 Level 1 Entry Level 3	Level 3

Overview		Levels Covered Structure, characteristics and assessment approach		Purposo			Grading Particula suitable			
GCSE Mathematics (not offered by City & Guilds)  The specifications include the to do the following (as specifications)  Develop knowledge, skills as understanding of mathematical and concepts.  Acquire and use problemest strategies.  Select and apply mathematical techniques and methods in mathematical, everyday and real-world situations.  Reason mathematically, maked deductions and inferences as conclusions.  Reason mathematically, maked deductions and inferences as conclusions.  GCSEs are assessed by examinating and apply available a maxium of the year.	ne ability cified by  and tical  blying  ical  de  ke and draw  ke and draw	Representing mathematics a model a situat      Analysing – pr mathematics.      Interpreting – communicatin analysis.  The three skills a task-based time  The assessment at Levels 1 and are centre-mark  Learners are ass 'ready'; all of Cir Skills assessment.	s Mathematics Illowing interrelated  - selecting the and information to ion.  occessing and using  interpreting and g the results of the  are assessed via a single d assessment.  ss are externally marked 2. At Entry Level they ed.  essed when deemed by & Guilds' Functional atts are mand; the externally	The the  Unin  In the crecint (e.g)  The five two qualities of the Nun sevy Cerskill to unin	ands/Certificates in hematics Skills  a Mathematics Skills qualifications cability to:  Inderstand and use mathematical information.  Calculate and manipulate mathematical information.  Interpret results and communicate in	oll split s r dual or ull	Certificate in the Princi Mathematical Technique (3844)  The Principles of Using Techniques qualification of skills. It is credit-base unlike Mathematics Sligust two units (calculate calculator).  The qualification is we and focuses particular skills highlighted by eimportant (e.g. approximate). It is assessed via two tests (one with a calculator) one without), complet after a period of learn	g Mathematics on covers a range sed, although kills, it is split into for and non-orth 13 credits, ely on some of the imployers as kimation).	(3849)  This quali  Develop with a cr problem world of the control	fication will help learners:  confidence in using mathematics itical perspective to solve is that arise in their studies, in the work or in society more widely understanding of how atical models can be used across a ige of contexts to gain insight and oblems  infidence in developing their own atical models and in making sense ematical work produced by others.  I understanding of how atical models can be used across a ige of contexts to gain insight and oblems  incate effectively using a range of atical representations such as ind charts as well as paying in attention to developing ing mathematical explanations and
		completed eithe paper.	er onscreen or on	rele 'po any	be drawn from any purposeful activit evant to the learner. Assessment is by rtfolio', and evidence can be drawn fr purposeful activity relevant to the rner.					

( )\/Ar\/IA\/	Levels Structure,  Covered and assessment approach		Purnose		Grading	Particula suitable		
GCSE Mathematics (not offered by City & Guilds)  (as specified by Ofqual)  GCSE Mathematics should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. They should help learners to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society.  The qualification should prepare learners to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.	the most out o work.  The skills are leenable people  Apply their knunderstanding  Engage compwith others.  Solve problem unfamiliar situ  Develop perso	s helps people to gain f life, learning and earning tools that to:  owledge and g to everyday life. etently and confidently as in both familiar and ations.  onally and professionally zens who can actively	Focus on particular mathematics skills to enable learners to progres towards achieving A*-C GCSE or Functional Skills at Level 2.  Provide the necessary flexibility an responsiveness required by adult learners.  Provide robust assessment of each the skills areas covered in order to ensure rigour and to provide evidence of the skills gained.  Reflect the National Standards for Adult Numeracy.	and an of	Certificate in the Princi Mathematical Technique (3844)  • Focuses on a range of mathematics skills to to progress towards a GCSE or Functional S.  • Provide the necessary responsiveness requil learners.  • Provide robust assess the skills areas covere ensure rigour and to evidence of the skills  • Reflect the National S. Adult Numeracy.	of underpinning enable learners achieving A*-C Skills at Level 2.  y flexibility and ired by adult  sment of each of ed in order to provide gained.	Core Marmaintain skills. Whetheoretic applied control study or linclude a will also how Qualificar Business traditional. The skills mathematin the wood education help study skills. Monafter GCS	ths has been designed to and develop real-life maths at students study is not purely all or abstract; it can be on a day-to-day basis in work, ife and most courses will financial maths element. It nelp with Level 3 Technical tions such as Engineering and Studies as well as supporting all A-level subjects.  developed in the study of atics are increasingly important rkplace and in higher in; studying Core Maths will lents keep up these essential st students who study maths SE improve their career and increase their earning

Overview		Levels characteristics Covered and assessment approach		Purpose		Grading	Particularly suitable for		Using maths in learning programmes
GCSE Mathematics (not offered by City & Guilds)		Functional Skills Mathematics (3748)		Awards/Certificates in Mathematics Skills (3847)		Certificate in the Principles of Using Mathematical Techniques (3844)		Using and Applying Mathematics (Core Maths) (3849)	
Graded 1-9		<b>Graded</b> Pass/Fail		<b>Graded</b> Pass/Fail		<b>Graded</b> Pass/Fail		<b>Graded</b> Grades A – E	
Size and value  Typically delivered over a progof around 120 Guided Learnin (GLH).	gramme ng Hours	Size and value  Typically delivered over a programme of around 45 Guided Learning Hours.		Size and value  Length of programme of study will depend upon units/qualifications selected. Each credit is notionally worth about 10 hours of learning.  A full certificate covering all skills across a level is between 13-15 credits in size, depending upon units selected. A programme would be around 130-150 guided learning hours (GLH).		Size and value  Each qualification is worth 13 credits  – i.e. notionally about 130 hours of learning.		Size and Typically comprisir Learning	delivered over 2 years ng of around 180 Guided
Based on (as specified by Ofqual)  GCSE Mathematics Subject C National Qualifications Frame (NQF).		Based on Functional Skills Criteria Nationa Framework (NC		Based on  National Standards for Adult Nume Qualifications and Credit Framewo		Based on  National Standards for Qualifications and Cre (QCF).			

Overview	Levels Covered	Structure, characteristics and assessment approach	Purpose		Grading Particu suitabl			
GCSE Mathematics (not offered by City & Guilds)	Functional SI Mathematics (3748)	ills	Mathematics Skills		Certificate in the Principles of Using Mathematical Techniques (3844)		Using and Applying Mathematics (Core Maths) (3849)	
Learners aged 14+  These qualifications are suitable f those who have completed a programme of learning leading to assessment in GCSE Mathematics.	learners who ability to sel appropriate	ed 14+ ications are suitable for oneed to demonstrate the ect and use a range of mathematical skills to solve a range of day-to-day	Learners aged 16+  The qualifications allow learners to focus on particular aspects of their skills and knowledge in relevant contexts in order to build their confidence and have relatively sma progress steps recognised.  The qualifications do not replace Functional Skills and are intended aid progression to Functional Skills and/or GCSE.	all to	Learners aged 16+  These qualifications al demonstrate a secure aspects of the National Adult Numeracy, as we resilience and the ability without aids (such as conscreen and under time). The qualifications do refunctional Skills and a aid progression to Functional Skills and for GCSE.	grasp of key al Standards for ell as to display ity to work dictionaries), med conditions. not replace re intended to	Learners aged 16+  The Core Maths qualification category is intended for post-GCSE study, although it is distinct from A/AS Level Mathematics in having a much more extensive and explicit focus on problem-solving and the use of maths in everyday situations. It's important to bear this in mind when delivering this qualification, since this will need to include opportunities for learners to engage in mathematical modelling.	

Overview	Levels Covered	Structure, characteristics and assessment approach	Purpose	Grading	Particularly suitable for	Using maths in learning programmes
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	Functional Skills Mathematics	Mathematics Skills	Principles of Mathematics	GCSE Mathematics	Core Maths
Stand-alone qualification	<b>~</b>	<b>~</b>	<b>~</b>	<b>~</b>	<b>~</b>
Apprenticeships	<b>~</b>	×	×	<b>~</b>	<b>~</b>
Traineeships	<b>✓</b>	<b>✓</b>	<b>✓</b>	×	×
Programmes of study	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>
City & Guilds TechBac	<b>✓</b>	<b>✓</b>	<b>~</b>	×	<b>~</b>
Government TechBac	×	×	×	×	<b>~</b>

Overview		Levels Structure, Covered and assessment approach		Pu	Purpose		Grading	Particularly suitable for		Using maths in learning programmes
GCSE English GCSE English Language (not offered by City & Guild	ds)	Functional Skills English (3748)		Awards/Certific English Skills (3847)	cates in		Award in the Principles of Using Written and Spoken English (3844)		ESOL Skills for Life	
<ul> <li>First introduced in September 1986 as major qualification 14-16 year-olds.</li> <li>Revised several times by surgovernments, with the new GCSEs being examined for time in the Summer 2017 in with different versions in Notireland and Wales.</li> <li>Counts towards Apprentic framework requirements.</li> </ul>	ccessive est 9-1 the first England orthern	following a three-year pilot.  • Effectively replaced Key Skills qualifications.  ts 9-1  he first england thern  following a three-year pilot.  • Affectively replaced Key Skills qualifications.  • Aimed at a wide range ofyoung people and adults, and completed in a variety of settings (e.g. Apprenticeships).		<ul> <li>Designed to h specific areas a have this prog through flexible achievement.</li> <li>Designed for plearners.</li> </ul>	City & Guilds in Jar elp learners impro- of their English and ress recognised le, 'bite-sized' units post-16 and adult d to replace the Adications.	ve d s of	<ul> <li>Launched by City &amp; 2013.</li> <li>Designed to help le demonstrate a solid use written and spothe confidence to wpressure.</li> <li>Assessed entirely thonscreen test.</li> <li>Designed for post-1 learners.</li> <li>Partly intended to reliteracy qualification</li> </ul>	earners I grasp of how to ken English, and oork under rough an 6 and adult	<ul> <li>Revised in September 2014 ESOL Skills for Life qualifications support speakers of other languages based within the UK to develop their English language skills for work, further learning or everyday life.</li> <li>Assessed through externally set assessments (internally assessed for Entry Level but externally marked for Level 1 &amp; 2)</li> <li>Designed for post-16 and adult learners</li> <li>It includes 'single-mode' Awards in Reading, Writing and Speaking &amp; Listening, as well as a 'full-mode'</li> </ul>	
		Appropriate f	or:	Appropriate fo	or:		Appropriate for:		Appro	oriate for:
		14-16 learne	ers	16-18 learner	rs		16-18 learners		16-18	3 learners
		16-18 learne	ers	19+ learners			19+ learners		19+	learners
		19+ learners	5	† Those in emp	ployment		Those in employm	nent	† Thos	e in employment
	↑ Those in employment ↑ Those who are unemployed		Those who a	re unemployed		Those who are und	employed	<b>†</b> Thos	e who are unemployed	

Overview	Levels Covered	Structure, characteristics and assessment approach	Purpose	Grading	Particularly suitable for	Using maths in learning programmes
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GCSE English GCSE English Language (not offered by City & Guilds)	Functional Skills English (3748)	Awards/Certificates in English Skills (3847)	Award in the Principles of Using Written and Spoken English (3844)	ESOL Skills for Life (4692)
GCSE Grades 1 – 9 Previously Grades A*-G	Level 2 Level 1 Entry Level 3 Entry Level 2 Entry Level 1	Level 2 Level 1 Entry Level 3 Entry Level 2 Entry Level 1	Level 2 Level 1 Entry Level 3	Level 2 Level 1 Entry Level 3 Entry Level 2 Entry Level 1

Overview		evels overed	characteristics and assessment approach		Purpose		Grading	Particula suitable		Using maths in learning programmes
GCSE English GCSE English Language (not offered by City & Guild There are currently two qualificavailable – 'GCSE English' and 'English Language' (as well as a GCSE in English Literature)  For both GCSE English and GCS Language:  Demonstrate skills in speaking, reading and writing necessary to communicate with others conficeffectively, precisely and appropriate imaginatively.  Express themselves creatively a imaginatively.  Understand the patterns, struct conventions of written and spotential spotential readers of a ran including multimodal texts.  Select and adapt speech and we different situations and audience.	listening, to dently, priately.  and tures and ken English.  ange of texts, priting to	<ul> <li>Speaking, list communication</li> <li>Reading</li> <li>Writing</li> <li>All three must be involves a time</li> <li>Reading and We marked at Leve marked by the</li> </ul>	Ils English  Ils English ee components:  Rening and on (SLC)  be achieved, and each d assessment.  Viting are externally less 1 and 2, with SLC centre.  onents are centre-	Engl (384  The cove  Spe Rea  Wr  Thess (a cre and spec Ther across two cas a second s	rds/Certificates in lish Skills  7)  English Skills qualifications or the ability to:  eak, listen and respond ad and comprehend lite to communicate see qualifications are creditbased it is roughly 10 hours' learni split into units – each covering lific skill (e.g. reading for mean lear each 45 units in total, availables five levels. Each unit is wort credits, and can be recognised qualification in its own right.	ng), g a ning). e h d	Award in the Princip Written and Spoken (3844)  The Principles of Writ Spoken English qualit a range of skills. It is a although unlike Englisplit into units (the whis one unit).  The qualification is we credits, and focuses pon some of the skills lemployers as importator instructions and usual tis assessed via a time test, completed 'whee a period of learning.	ten and fication covers credit-based, sh Skills, it isn't nole qualification  orth 10 particularly highlighted by ant (e.g. listening se of grammar).	These quantities Adult ES  There are assessed.  Readin.  Writing.  Speaki  Assessmentaken on Entry Leydelivered.	ualifications are based on the OL Core Curriculum.  e three areas which can be discorded by the core of the core o
For GCSE English Language, in  Use reading to develop their own writers.  Understand the impact of variat spoken and written language at relate to identity and cultural digns of the controlled task assessment only available a maximum of twice.	addition: wn skills as tions in nd how they iversity. tam, with nt. They're	'ready'; all of C Skills assessme on-demand; th	isessed when deemed ity & Guilds' Functional ints are available e externally marked hay be completed either a paper.	Reac six-ci 18-cr nine Asse evide purp	'Themed' Awards (e.g. the thr ding units can be recognised a redit Award in Reading), or as redit Certificate by covering al units at that level. essment is by 'portfolio', and ence can be drawn from any loseful activity relevant to earner.	as a an				

Structure,

Overview	Levels Covered	Structure, characteristics and assessment approach	Purpose	Grading	Particularly suitable for	Using maths in learning programmes
GCSE English Language (not offered by City & Guilds)  (as specified by Ofqual)  GSCE English and GCSE English Language should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. They should prepare learners to make informed decisions about further learning opportunities and career choices, and to use language to participate effectively in society and employment.	the most out of work.  The skills are leenable people  Apply their kunderstandir  Engage comwith others.  Solve proble unfamiliar sit  Develop perprofessionall	s helps people to gain flife, learning and earning tools that to:  anowledge and and to everyday life.  apetently and confidently ems in both familiar and cuations.	Awards/Certificates in English Skills (3847)  • Focus on particular English skills the enable learners to progress towart achieving 9-4 GCSE or Functional Skills at Level 2.  • Provide the necessary flexibility at responsiveness required by adult learners.  • Provide robust assessment of each the skills areas covered in order to ensure rigour and to provide evidence of the skills gained.  • Reflect the National Standards for Adult Literacy.	skills to enable lear towards achieving? Functional Skills at  Provide the necessaresponsiveness requestrers.  Provide robust assess the skills areas covernsure rigour and tevidence of the skills.	e of core English ners to progress 2-5 GCSE or Level 2.  ary flexibility and uired by adult essment of each of ered in order to o provide lls gained.  (4692)  These of anyone improve of writte might be get a jo access production English.	qualifications are intended for based in the UK needing to e their understanding and use en or spoken English. This is to help get on at work (or b), prepare for further study, public services, or just to a more effectively in an espeaking environment.

Ovorviow	Structure characteris overed and assessn	rics Purpose	Grading	Particularly suitable for		
GCSE English GCSE English Language (not offered by City & Guilds)  Graded GCSE Grades 1 - 9	Functional Skills English (3748)  Graded Pass/Fail	Awards/Certificates in English Skills (3847)  Graded Pass/Fail	Certificate in the Princ Written and Spoken E (3844)  Graded  Pass/Fail	inglish (46	OL Skills for Life 692) Graded ass/Fail	
Size and value  Typically delivered over a programme of around 120 Guided Learning Hours (GLH).	Size and value  Typically delivered over a programme of around 45 Guided Learning Hours	Size and value  Length of programme of study will depend upon units/qualifications selected. Each credit is notionally worth about 10 hours of learning.  A full certificate covering all skills across a level is 18 credits in size. A programme would be around 180 guided learning hours (GLH).		worth 10 credits L t 100 hours of d	Size and value  Length of the programme of study will depend on the units/qualification selected.	
Based on (as specified by Ofqual)  GCSE English Subject Criteria  GCSE English Language Subject Criteria  National Qualifications Framework (NQF)	Based on  Functional Skills English Subject Criteria National Qualifications Framework (NQF)	Based on  National Standards for Adult Literacy	Based on  National Standards for Qualifications and Cr (QCF)	or Adult Literacy A edit Framework	Based on Adult ESOL Core Curriculum Qualifications and Credit framework (QCF)	

Overview	10/		Structure, characteristics and assessment approach  Purpose		9	Grading	Particula suitable		Using maths in learning programmes
GCSE English GCSE English Language (not offered by City & Guild	nglish Language		ls English	Awards/Certificates in Award in the Principle Written and Spoken (3847) (3844)				kills for Life	
Learners aged 14+  These qualifications are suita for those who have complete programme of learning leadi assessment in GCSE English.	ed a ing to	learners who nee the ability to read listen and comm	ons are suitable for d to demonstrate d, write, speak,	Learners aged 16+  The qualifications allow lefocus on particular aspectand knowledge in relevatorder to build their confidhave relatively small progrecognised.  The qualifications do not Functional Skills and are progression to Functional GCSE.	ets of their skills nt contexts in dence and gress steps t replace intended to aid	Learners aged 16+  These qualifications all demonstrate a secure of aspects of the National Adult Literacy, as well a resilience and the ability without aids (such as donscreen and under time). The qualifications do not a functional Skills and a progression to Functional GCSE.	grasp of key I Standards for as to display ty to work ictionaries), med conditions. act replace re intended to aid	These q anyone improve of writte might be get a jol access p function	ualifications are intended for based in the UK needing to their understanding and use on or spoken English. This e to help get on at work (or o), prepare for further study, public services, or just to more effectively in an speaking environment

Overview	Levels Covered	Structure, characteristics and assessment approach	Purpose	Grading	Particularly suitable for	Using maths in learning programmes
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	Functional Skills English	English Skills	Principles of English	GCSE English	ESOL Skills for Life
Stand-alone qualification	<b>~</b>	<b>✓</b>	<b>~</b>	<b>~</b>	<b>~</b>
Apprenticeships	<b>~</b>	×	×	×	×
Traineeships	<b>~</b>	<b>✓</b>	<b>~</b>	<b>✓</b>	×
Programmes of study	<b>~</b>	<b>✓</b>	<b>~</b>	<b>~</b>	<b>~</b>
City & Guilds TechBac	<b>~</b>	<b>✓</b>	<b>~</b>	×	<b>~</b>
Government TechBac	×	×	×	×	×

# Find out more

To start building City & Guilds Maths and English into your curriculum, please speak to your Business Manager.

You can also find further information, including advice on how to use maths and English in your learning programmes, on our website:

www.cityandguilds.com/mathsandenglish

