

Essential Skills for Work and Life Entry 2 Units (Wales) (3846-01)

February 2013 Version 1.1

LEARNER LOGBOOK

City & Guilds
Believe you can



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1 About your learner logbook

1.1 Contact details

| | |
|--|--|
| Learner name | |
| Learner enrolment no | |
| Centre name | |
| Centre number | |
| Programme start date | |
| Date of registration with City & Guilds | |

Keep a record of relevant contact details in the space provided below. You may find it helpful to make a note of phone numbers and e-mail addresses here.

| | |
|--|--|
| Your Assessor(s) | |
| Your Internal Qualification Assurer | |
| Quality Assurance Contact | |

1.2 Introduction to the logbook

This logbook will help you work towards the unit(s) or qualification you are aiming to achieve.

This Logbook contains 23 x Entry 2 units. You should discuss and agree which of these units you need to work towards with your Assessor/Tutor.

| Version and date | Change detail | Section |
|-------------------------|--|--|
| 1.1 February 2013 | Unit 209 – inserted correct AC 1.1 Unit 236 – amended spelling error in AC 3.2 Minor typing amendments | Unit Page numbering and Introduction. |

About City & Guilds

City & Guilds is your awarding body for this qualification. City & Guilds is the UK's leading awarding body for vocational qualifications.

Information about City & Guilds and our qualifications is available on our website www.cityandguilds.com.

2 Units

The following Entry 2 units are included in this Logbook for learners working towards an Essential Skills for Work and Life Qualification ((Wales) 3846)

| Unit No. | UAN | Unit level | Unit title | Credit | GLH |
|-----------------|------------|-------------------|---|---------------|------------|
| 201 | L/504/3517 | Entry 2 | Preparing to write | 3 | 30 |
| 203 | Y/504/3441 | Entry 2 | Writing with meaning | 3 | 30 |
| 209 | M/504/3459 | Entry 2 | Completing forms | 2 | 20 |
| 210 | L/504/3453 | Entry 2 | Using money | 2 | 20 |
| 211 | H/504/3460 | Entry 2 | Using shape | 2 | 20 |
| 212 | J/504/3466 | Entry 2 | Using time | 1 | 10 |
| 214 | D/504/3473 | Entry 2 | Measuring and using weight | 1 | 10 |
| 215 | H/504/3443 | Entry 2 | Measuring and using length | 2 | 20 |
| 218 | K/504/3508 | Entry 2 | Calculations with whole numbers | 3 | 30 |
| 220 | J/504/3676 | Entry 2 | Using whole numbers up to 100 | 2 | 20 |
| 222 | D/504/3523 | Entry 2 | Using fractions | 2 | 20 |
| 227 | H/504/3474 | Entry 2 | Using ICT systems | 2 | 20 |
| 228 | F/504/3501 | Entry 2 | Developing and presenting information using ICT | 2 | 20 |
| 233 | H/504/3491 | Entry 2 | Following safe and healthy working practices when using ICT | 1 | 10 |
| 234 | M/504/3509 | Entry 2 | Finding, selecting and exchanging information using ICT | 2 | 20 |
| 235 | M/504/3476 | Entry 2 | Positional vocabulary | 1 | 10 |
| 236 | Y/504/3472 | Entry 2 | Providing information orally | 2 | 20 |
| 237 | H/504/3457 | Entry 2 | Obtaining information orally | 3 | 30 |
| 239 | D/504/3442 | Entry 2 | Discussion skills | 2 | 20 |
| 242 | A/504/3500 | Entry 2 | Reading for information | 3 | 30 |
| 244 | F/504/3479 | Entry 2 | Reading for a purpose | 3 | 30 |
| 245 | T/504/3480 | Entry 2 | Reading graphical material | 2 | 20 |
| 246 | F/504/3465 | Entry 2 | Strategies for reading | 2 | 20 |

3 Qualification structures

The Essential Skills for Work and Life suite comprises the following qualifications:

| Accreditation number | Qualification title | Credits | Min credit at/above qual level | GLH |
|-----------------------------|--|----------------|---------------------------------------|------------|
| 600/7647/1 | Entry Level Award In Essential Skills for Work and Life (Entry 1) | 6 | 6 | 60 |
| 600/7648/3 | Entry Level Award in Essential Skills for Work and Life (Entry 2) | 6 | 6 | 60 |
| 600/7649/5 | Entry Level Award In Essential Skills for Work and Life (Entry 3) | 6 | 6 | 60 |
| 600/7192/8 | Level 1 Award In Essential Skills for Work and Life | 6 | 6 | 60 |
| 600/7185/0 | Entry Level Certificate In Essential Skills for Work and Life (Entry 1) | 16 | 16 | 160 |
| 600/7186/2 | Entry Level Certificate In Essential Skills for Work and Life (Entry 2) | 16 | 9 | 160 |
| 600/7187/4 | Entry Level Certificate In Essential Skills for Work and Life (Entry 3) | 16 | 12 | 160 |
| 600/7193/X | Level 1 Certificate In Essential Skills for Work and Life | 16 | 9 | 160 |
| 600/7191/6 | Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 1) | 24 | 24 | 240 |
| 600/7747/5 | Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 2) | 24 | 18 | 240 |
| 600/7748/7 | Entry Level Extended Certificate In Essential Skills for Work and Life (Entry 3) | 24 | 18 | 240 |
| 600/7188/6 | Entry Level Diploma In Essential Skills for Work and Life (Entry 1) | 37 | 37 | 370 |
| 600/7189/8 | Entry Level Diploma In Essential Skills for Work and Life (Entry 2) | 37 | 28 | 370 |
| 600/7190/4 | Entry Level Diploma In Essential Skills for Work and Life (Entry 3) | 37 | 28 | 370 |

All units are portfolio-assessed, and there are no mandatory units. Each qualification operates on a 'pick and mix' basis and can include a mixture of communication, application of number and ICT units – depending on the nature of the programme and learners' particular skills gaps. Within the Award-sized qualifications (6 credits), it is possible to focus on just one subject area.

The rules of combination for each Certificate, Extended Certificate and Diploma-sized qualification include (where applicable) units one level above and one level below the level of the qualification. For example, it is possible to complete Entry 2 and Level 1 units as part of an Entry 3 qualification; although in each case a minimum number of credits (indicated above) must be at or above the level of the qualification. Within the Award-sized qualification, all units must be achieved at the level of the qualification.

It is not possible to count units achieved at more than one level towards the same qualification if they have the same title or cover the same area of the standards (eg the Entry 1 unit 'Using Whole Numbers to 10' and Entry 2 unit 'Using Whole Numbers up to 100' cannot both be counted). A complete list of all barred unit combinations is provided in the 3846 Qualification handbook.

This logbook only contains the Entry 2 units. Units for Entry 1, Entry 3 and Level 1 can be found in the corresponding logbooks.

Entry Level Certificate in Essential Skills for Work and Life (Entry 1) 600/7185/0 (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group A and the remaining **7** credits may come from Group A and/or Group B.

Entry Level Certificate in Essential Skills for Work and Life (Entry 2) 600/7186/2 (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group B and the remaining **7** credits from Group A and/or Group B and/or Group C.

Entry Level Certificate in Essential Skills for Work and Life (Entry 3) 600/7187/4 (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits must come from Group C and the remaining **7** credits from Group B and/or Group C and/or Group D.

Entry Level Diploma in Essential Skills for Work and Life (Entry 1) 600/7188/6 (3846-01)

Learners must achieve a minimum of **37** credits to achieve this qualification. A minimum of **19** credits must come from Group A and the remaining **18** credits from Group A and/or Group B.

Entry Level Diploma in Essential Skills for Work and Life (Entry 2) 600/7189/8 (3846-01)

Learners must achieve a minimum of **37** credits to achieve this qualification. A minimum of **19** credits must come from Group B and the remaining **18** credits from Group A and/or Group B and/or Group C.

Entry Level Diploma in Essential Skills for Work and Life (Entry 3) 600/7190/4 (3846-01)

Learners must achieve a minimum of **37** credits to achieve this qualification. A minimum of **19** credits must come from Group C and the remaining **18** credits from Group B and/or Group C and/or Group D.

Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 1) 600/7191/6 (3846-01)

Learners must achieve a minimum of **24** credits to achieve this qualification. A minimum of **15** credits must come from Group A and the remaining **9** credits from Group A and/or Group B.

Level 1 Award in Essential Skills for Work and Life 600/7192/8 (3846-01)

Learners must achieve a minimum of **6** credits from Group D to achieve this qualification.

Level 1 Certificate in Essential Skills for Work and Life 600/7193/X (3846-01)

Learners must achieve a minimum of **16** credits to achieve this qualification. A minimum of **9** credits from Group D and the remaining **7** credits from Group C and/or Group D.

Entry Level Award in Essential Skills for Work and Life (Entry 1) 600/7647/1 (3846-01)

Learners must achieve a minimum of **6** credits to achieve this qualification. A minimum of **3** credits must come from Group A and the remaining **3** credits from Group A and/or Group B.

Entry Level Award in Essential Skills for Work and Life (Entry 2) 600/7648/3 (3846-01)

To achieve this qualification, learners must achieve a minimum of **6** credits. A minimum of **3** credits must come from Group B and the remaining **3** credits from Group B and/or Group C.

Entry Level Award in Essential Skills for Work and Life (Entry 3) 600/7649/5 (3846-01)

Learners must achieve a minimum of **6** credits to achieve this qualification. A minimum of **3** credits must come from Group C and the remaining **3** credits from Group C and/or Group D.

Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 2) 600/7747/5 (3846-01)

Learners must achieve a minimum of **24** credits to achieve this qualification. A minimum of **15** credits must come from Group B and the remaining **9** credits from Group A and/or Group B and/or Group C.

Entry Level Extended Certificate in Essential Skills for Work and Life (Entry 3) 600/7748/7 (3846-01)

Learners must achieve a minimum of **24** credits to achieve this qualification. A minimum of **15** credits must come from Group C and the remaining **9** credits from Group B and/or Group C and/or Group D.

| Unit accreditation number | City & Guilds unit number | Unit level | Unit title | Credit value |
|----------------------------------|--------------------------------------|-------------------|---|---------------------|
| Group A | | | | |
| A/504/3464 | 102 | Entry 1 | Writing texts | 3 |
| T/504/3477 | 109 | Entry 1 | Completing forms | 2 |
| A/504/3478 | 110 | Entry 1 | Using money | 3 |
| R/504/3471 | 111 | Entry 1 | Using shape | 3 |
| R/504/3499 | 112 | Entry 1 | Using time | 2 |
| A/504/3691 | 117 | Entry 1 | Calculations using whole numbers to 10 | 3 |
| F/504/3692 | 119 | Entry 1 | Using whole numbers to 10 | 3 |
| F/504/3451 | 127 | Entry 1 | Using ICT systems | 2 |
| J/504/3452 | 128 | Entry 1 | Developing and presenting information using ICT | 2 |
| Y/504/3486 | 132 | Entry 1 | Organising information | 1 |
| H/504/3507 | 133 | Entry 1 | Following safe and healthy working practices when using ICT | 1 |
| Y/504/3522 | 134 | Entry 1 | Finding, selecting and exchanging information using ICT | 2 |
| F/504/3434 | 135 | Entry 1 | Positional vocabulary | 1 |
| R/504/3485 | 136 | Entry 1 | Providing information orally | 3 |
| L/504/3470 | 137 | Entry 1 | Obtaining information orally | 3 |
| R/504/3521 | 141 | Entry 1 | Identifying the purpose of written material | 3 |
| J/504/3449 | 142 | Entry 1 | Reading for information | 2 |
| D/504/3506 | 146 | Entry 1 | Strategies for reading | 3 |
| J/504/3516 | 149 | Entry 1 | Comparing sizes | 3 |

| Unit accreditation number | City & Guilds unit number | Unit level | Unit title | Credit value |
|----------------------------------|--------------------------------------|-------------------|---|---------------------|
| Group B | | | | |
| L/504/3517 | 201 | Entry 2 | Preparing to write | 3 |
| Y/504/3441 | 203 | Entry 2 | Writing with meaning | 3 |
| M/504/3459 | 209 | Entry 2 | Completing forms | 2 |
| L/504/3453 | 210 | Entry 2 | Using money | 2 |
| H/504/3460 | 211 | Entry 2 | Using shape | 2 |
| J/504/3466 | 212 | Entry 2 | Using time | 1 |
| D/504/3473 | 214 | Entry 2 | Measuring and using weight | 1 |
| H/504/3443 | 215 | Entry 2 | Measuring and using length | 2 |
| K/504/3508 | 218 | Entry 2 | Calculations with whole numbers | 3 |
| J/504/3676 | 220 | Entry 2 | Using whole numbers up to 100 | 2 |
| D/504/3523 | 222 | Entry 2 | Using fractions | 2 |
| H/504/3474 | 227 | Entry 2 | Using ICT systems | 2 |
| F/504/3501 | 228 | Entry 2 | Developing and presenting information using ICT | 2 |
| H/504/3491 | 233 | Entry 2 | Following safe and healthy working practices when using ICT | 1 |
| M/504/3509 | 234 | Entry 2 | Finding, selecting and exchanging information using ICT | 2 |
| M/504/3476 | 235 | Entry 2 | Positional vocabulary | 1 |
| Y/504/3472 | 236 | Entry 2 | Providing information orally | 2 |
| H/504/3457 | 237 | Entry 2 | Obtaining information orally | 3 |
| D/504/3442 | 239 | Entry 2 | Discussion skills | 2 |
| A/504/3500 | 242 | Entry 2 | Reading for information | 3 |
| F/504/3479 | 244 | Entry 2 | Reading for a purpose | 3 |
| T/504/3480 | 245 | Entry 2 | Reading graphical material | 2 |
| F/504/3465 | 246 | Entry 2 | Strategies for reading | 2 |

| Unit accreditation number | City & Guilds unit number | Unit level | Unit title | Credit value |
|----------------------------------|--------------------------------------|-------------------|---|---------------------|
| Group C | | | | |
| K/504/3444 | 301 | Entry 3 | Preparing to write | 3 |
| K/504/3461 | 304 | Entry 3 | Writing to communicate information | 3 |
| M/504/3493 | 305 | Entry 3 | Writing to communicate opinions | 3 |
| K/504/3511 | 309 | Entry 3 | Completing forms | 2 |
| M/504/3512 | 310 | Entry 3 | Using money | 2 |
| L/504/3467 | 311 | Entry 3 | Using shape | 2 |
| Y/504/3536 | 312 | Entry 3 | Using time | 1 |
| R/504/3454 | 313 | Entry 3 | Using measurements | 3 |
| K/504/3525 | 318 | Entry 3 | Calculations with whole numbers | 3 |
| Y/504/3519 | 323 | Entry 3 | Using fractions and decimals | 3 |
| R/504/3468 | 327 | Entry 3 | Using ICT systems | 2 |
| T/504/3530 | 328 | Entry 3 | Developing and presenting information using ICT | 2 |
| Y/504/3455 | 329 | Entry 3 | Collecting and presenting information graphically | 2 |
| J/504/3483 | 333 | Entry 3 | Following safe and healthy working practices when using ICT | 1 |
| L/504/3503 | 334 | Entry 3 | Finding, selecting and exchanging information using ICT | 2 |
| H/504/3524 | 336 | Entry 3 | Providing information orally | 2 |
| H/504/3510 | 337 | Entry 3 | Obtaining information orally | 3 |
| T/504/3494 | 339 | Entry 3 | Discussion skills | 2 |
| R/504/3518 | 342 | Entry 3 | Reading for information | 3 |
| J/504/3502 | 344 | Entry 3 | Reading for a purpose | 3 |
| F/504/3482 | 345 | Entry 3 | Reading graphical material | 1 |
| A/504/3481 | 346 | Entry 3 | Strategies for reading | 2 |

| Unit accreditation number | City & Guilds unit number | Unit level | Unit title | Credit value |
|----------------------------------|--------------------------------------|-------------------|---|---------------------|
| Group D | | | | |
| F/504/3515 | 404 | Level 1 | Writing to communicate information | 1 |
| A/504/3514 | 406 | Level 1 | Writing to persuade | 1 |
| A/504/3528 | 407 | Level 1 | Writing to describe | 1 |
| Y/504/3004 | 408 | Level 1 | Developing writing skills - report | 1 |
| T/504/3463 | 412 | Level 1 | Using time | 1 |
| K/504/3475 | 413 | Level 1 | Using measurements | 1 |
| T/504/3527 | 416 | Level 1 | Calculations with measurements | 1 |
| J/504/3497 | 421 | Level 1 | Whole numbers, problem solving and calculations | 2 |
| F/504/3529 | 424 | Level 1 | Fractions, decimals and percentages | 2 |
| Y/504/3505 | 425 | Level 1 | Probability | 1 |
| L/504/3520 | 426 | Level 1 | Ratios and proportions | 1 |
| M/504/3445 | 427 | Level 1 | Using ICT systems | 1 |
| T/504/3513 | 428 | Level 1 | Developing and presenting information using ICT | 2 |
| D/504/3456 | 430 | Level 1 | Collection and presentation of data | 1 |
| L/504/3484 | 431 | Level 1 | Extracting data | 1 |
| M/504/3462 | 433 | Level 1 | Following safe and healthy working practices when using ICT | 1 |
| A/504/3495 | 434 | Level 1 | Finding, selecting and exchanging information using ICT | 2 |
| F/504/3496 | 438 | Level 1 | Speaking and listening, providing and receiving information | 1 |
| Y/504/3469 | 440 | Level 1 | Contributing to discussions | 1 |
| A/504/3447 | 444 | Level 1 | Reading for purpose | 1 |
| R/504/3504 | 447 | Level 1 | Following instructional and explanatory texts | 1 |
| T/504/3446 | 448 | Level 1 | Obtaining information and opinions from texts | 1 |

4 The assessment process

The following people at your centre will explain the assessment process and help you achieve your unit(s)/qualification.

The Assessor/Tutor

The assessor/tutor is the person you will have the most contact with as you work towards your unit(s)/qualification. You may have more than one Assessor/Tutor depending on which unit(s) you take. You may also be assessed by a person who is not your Tutor.

The Internal Quality Assurer

The Internal Quality Assurer maintains the quality of assessment within the centre.

The Qualification Consultant

The Qualification Consultant works for City & Guilds and helps to ensure that your centre meets the required standards for quality and assessment.

5 Using your logbook

Recording forms

This logbook contains all of the forms you and your Assessor will need to plan, review and organise your evidence. Your Assessor will be able to help you decide which forms you need to complete and help you fill them in.

Please photocopy these forms as required.

6 Learner progress record

| | | | | | | | | | | | | | |
|---------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Qualification title | | | | | | | | | | | | | |
| Qualification level | | | | | | | | | | | | | |
| Minimum credits required | | | | | | | | | | | | | |
| Units | | | | | | | | | | | | | |
| Credits | | | | | | | | | | | | | |
| Total Credits Achieved: | | | | | | | | | | | | | |

I confirm that the evidence supplied for the above listed units is authentic and a true representation of my own work. The work logged in the following pages is my own work carried out during my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this qualification with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor name: | |
| Assessor signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA name: | |
| IQA signature: | |
| Date: | |

Unit 201
3 credits

Preparing to write

Outcome 1 Be able to use choose the information required to include in own writing

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 identify the main points to include in a document for a stated purpose. | | | | | | |

Outcome 2 Be able to choose the right format for a piece of writing

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 identify possible formats which could be used for writing for a stated purpose | | | | | | |
| 2.2 list reasons for choosing a particular format. | | | | | | |

Outcome 3 Be able to draft own writing

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 draft writing for a given audience to include: | | | | | | |
| a. simple sentences | | | | | | |
| b. language fit for purpose. | | | | | | |

Unit 201 Preparing to write Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 203

Writing with meaning

3 credits

Outcome 1 Be able to produce a draft of a document

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 produce a draft of a piece of text for a stated purpose. | | | | | | |

Outcome 2 Be able to review their draft for purpose and meaning

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 proof read text to check it meets purpose and audience including: | | | | | | |
| a. sentences used | | | | | | |
| b. adjectives used | | | | | | |
| 2.2 revise draft. | | | | | | |

Outcome 3 Be able to proof read final draft for accuracy

| Assessment criteria (Performance) | Evidence date | | | | | |
|-----------------------------------|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 check own writing for: | | | | | | |
| a. punctuation | | | | | | |
| b. spelling | | | | | | |
| 3.2 produce final copy. | | | | | | |

Unit 203 Writing with meaning

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 209

Completing forms

2 credits

Outcome 1 Be able to use personal details and familiar common words to fill in a form

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 spell personal details and familiar common words with accuracy for purpose.. | | | | | | |

Outcome 2 Be able to complete a paper based form

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 identify the meaning of words commonly found on forms | | | | | | |
| 2.2 produce legible hand written text in upper and lower case | | | | | | |
| 2.3 complete a form so it is fit for purpose. | | | | | | |

Outcome 3 Be able to complete an on screen form

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 produce accurate word processed text | | | | | | |
| 3.2 complete a form so it is fit for purpose. | | | | | | |

Outcome 4 Be able to check completed forms for accuracy

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 check and amend written and word processed work to ensure: | | | | | | |
| a. it can be read easily | | | | | | |
| b. it makes sense | | | | | | |
| c. it is accurate | | | | | | |
| d. spelling is correct. | | | | | | |

Outcome 5 Know how to keep online information secure

| Assessment criteria The learner can: | Portfolio reference | |
|--|---------------------|--|
| 5.1 identify symbols which show that websites are secure | | |
| 5.2 give examples of the type of information that should not be shared with others on unsecured websites such as social media sites. | | |

Unit 209 Completing forms

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 210 Using money

2 credits

Outcome 1 Know how coins can be combined to give different values of money

| Assessment criteria The learner can: | Portfolio reference |
|---|---------------------|
| 1.1 demonstrate how different amounts can be made up using a selection of coins | |
| 1.2 indicate equivalent values of coins. | |

Outcome 2 Be able to carry out calculations involving money

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 calculate the cost in pence of more than one item | | | | | | |
| 2.2 calculate the change from a pound | | | | | | |
| 2.3 calculate the cost of more than one item in whole pounds | | | | | | |
| 2.4 calculate the change needed in whole pounds. | | | | | | |

Outcome 3 Understand a problem or task requiring the use of money

| Assessment criteria The learner can: | Portfolio reference |
|---|---------------------|
| 3.1 outline the problem or task involving whole numbers | |
| 3.2 state how the task will be tackled. | |

Unit 210 Using money

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 211
2 credits

Using shape

Outcome 1 Be able to recognise common 2D and 3D shapes

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 identify whether a shape is 2D or 3D | | | | | | |
| 1.2 identify common 2D shapes | | | | | | |
| 1.3 identify common 3D shapes | | | | | | |
| 1.4 name the shapes of everyday objects. | | | | | | |

Outcome 2 Know the properties of common 2D and 3D shapes

| Assessment criteria The learner can: | Portfolio reference | |
|--|---------------------|--|
| 2.1 give the numbers of sides and corners of common 2D shapes | | |
| 2.2 give the numbers of faces, edges and corners of common 3D shapes | | |
| 2.3 describe the shape of faces of common 3D shapes | | |
| 2.4 identify shapes from their description. | | |

Unit 211 Using shape

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 212 Using time

1 credit

Outcome 1 Be able to tell the time to the nearest 15 minutes in practical situations

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 state and record the time in practical situations to the nearest quarter of an hour using: | | | | | | |
| a. analogue clock | | | | | | |
| b. 12 hour digital clock. | | | | | | |

Outcome 2 Know that the date can be expressed in different formats

| Assessment criteria | Portfolio reference | |
|--|---------------------|--|
| The learner can: | | |
| 2.1 record the date using different formats | | |
| 2.2 give common abbreviations for the months of the year | | |
| 2.3 sequence events according to their date. | | |

Unit 212 Using time

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 214 Measuring and using weight

1 credit

Outcome 1 Be able to estimate and measure weight of objects

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 estimate weight of objects in metric | | | | | | |
| 1.2 use measuring tools to measure the weight of objects, reading to the nearest labelled division of a scale. | | | | | | |

Outcome 2 Be able to use measurements of weight

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 state weight measurements required for a specific purpose | | | | | | |
| 2.2 measure and record weights required for specified purpose | | | | | | |
| 2.3 use abbreviated form of units | | | | | | |
| 2.4 use measurements for the specified purpose. | | | | | | |

Unit 214 Measuring and using weight

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 215

Measuring and using length

2 credits

Outcome 1 Be able to use metres and centimetres when describing length

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 state the unit of measurement to use when measuring length in a range of practical situations, including metres and centimetres | | | | | | |
| 1.2 use the abbreviations for metres and centimetres when, measuring length | | | | | | |
| 1.3 state the relationship between centimetres and metres. | | | | | | |

Outcome 2 Be able to estimate and measure length

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 estimate length of objects in metres and centimetres | | | | | | |
| 2.2 use measuring tools to measure the length of objects, reading to the nearest labelled division of a scale. | | | | | | |

Outcome 3 Be able to use measurements of length

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 state length measurements required for a specific purpose | | | | | | |
| 3.2 measure lengths required for specified purpose | | | | | | |
| 3.3 use measurements for the specified purpose. | | | | | | |

Unit 215 Measuring and using length

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 218

Calculations with whole numbers

3 credits

Outcome 1 Be able to add and subtract whole numbers

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 add two-digit whole numbers | | | | | | |
| 1.2 subtract two-digit whole numbers | | | | | | |
| 1.3 use +, - and = to record calculations | | | | | | |
| 1.4 demonstrate ways of checking answers to addition and subtraction. | | | | | | |

Outcome 2 Be able to multiply whole numbers

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 give examples of different words that mean multiply | | | | | | |
| 2.2 multiply using single-digit whole numbers | | | | | | |
| 2.3 give doubles of numbers to 10 | | | | | | |
| 2.4 use x and = to record calculations | | | | | | |
| 2.5 demonstrate ways of checking answers to multiplication. | | | | | | |

Outcome 3 Know some mental strategies for addition and subtraction

| Assessment criteria | Portfolio reference | |
|---|---------------------|--|
| The learner can: | | |
| 3.1 demonstrate ways of mentally adding two-digit whole numbers | | |
| 3.2 demonstrate one way of mentally subtracting whole numbers. | | |

Outcome 4 Be able to use calculations with whole numbers to solve task or problems

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 use calculations with whole numbers to solve tasks or problems including: | | | | | | |
| a. addition | | | | | | |
| b. subtraction | | | | | | |
| c. multiplication. | | | | | | |

Unit 218

Calculations with whole numbers

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 220

Using whole numbers up to 100

2 credit

Outcome 1 Understand a problem or task requiring the use of whole numbers

| Assessment criteria The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 outline the problem or task involving whole numbers up to 100 | | |
| 1.2 state how the task will be tackled. | | |

Outcome 2 Know how to find and record numerical information

| Assessment criteria The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 2.1 identify information given by numbers up to 100 | | |
| 2.2 record numbers using: | | |
| a. digits | | |
| b. words. | | |

Outcome 3 Understand the value of numbers up to 100

| Assessment criteria The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 3.1 count up to 20 items | | |
| 3.2 order numbers according to their value | | |
| 3.3 identify the value of each digit in a two digit number | | |
| 3.4 round numbers of up to 2 digits up or down to the nearest 10. | | |

Outcome 4 Understand how data is used for a specific purpose

| Assessment criteria The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 4.1 use the data found to solve a problem or task. | | |

Unit 220

Using whole numbers up to 100

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 222 Using fractions

2 credits

Outcome 1 Be able to recognise fractions in everyday contexts

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 give examples of the names and symbols for common fractions | | | | | | |
| 1.2 give examples of how fractions are used in everyday situations | | | | | | |
| 1.3 show how common fractions relate to each other. | | | | | | |

Outcome 2 Be able to find halves and quarters of shapes and small numbers of items

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 in practical situations find: | | | | | | |
| a. halves and quarters of a quantity | | | | | | |
| b. halves and quarters of a shape | | | | | | |
| 2.2 demonstrate at least one strategy for checking answers. | | | | | | |

Unit 222 Using fractions

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 227
2 credits

Using ICT systems

Outcome 1 Understand a straightforward given task requiring the use of ICT

| Assessment criteria The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 identify the given task | | |
| 1.2 outline how the task is to be tackled. | | |

Outcome 2 Be able to use hardware, software and onscreen icons for a specific purpose

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 use hardware and software to carry out the task outlined in 1.2 | | | | | | |
| 2.2 demonstrate the use of onscreen icons | | | | | | |
| 2.3 demonstrate the use of interface features. | | | | | | |

Outcome 3 Be able to use the help facility

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 locate the help facility | | | | | | |
| 3.2 give examples of when to use the help facility | | | | | | |
| 3.3 use the help facility to find a solution to a given task. | | | | | | |

Outcome 4 Be able to ask for help when needed

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 state how additional help may be obtained if necessary | | | | | | |
| 4.2 make a request for help to solve an ICT problem. | | | | | | |

Unit 227 Using ICT systems

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 228

Developing and presenting information using ICT

2 credits

Outcome 1 Be able to enter personal information

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 complete online forms requiring personal information | | | | | | |
| 1.2 demonstrate how to complete an online diary. | | | | | | |

Outcome 2 Be able to present information through ICT

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 use hard copies to present ICT information that is fit for purpose | | | | | | |
| 2.2 use screen shots to present ICT information that is fit for purpose. | | | | | | |

Outcome 3 Be able to delete and amend information

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 identify changes required in inputted information | | | | | | |
| 3.2 demonstrate how to make changes | | | | | | |
| 3.3 demonstrate how to delete information. | | | | | | |

Outcome 4 Be able to present information orally

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 use spoken explanations to support ICT information. | | | | | | |

Unit 228

Developing and presenting information using ICT

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 233

Following safe and healthy working practices when using ICT

1 credit

Outcome 1 Understand some safety measures needed when using ICT

| Assessment criteria The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 outline safety checks that need to be made prior to using ICT | | |
| 1.2 demonstrate personal posture needed when using a computer | | |
| 1.3 state how often breaks should be taken when using a computer with reasons | | |
| 1.4 state where support can be obtained when adjustments are required for safety and comfort. | | |

Outcome 2 Understand safety measures needed when using passwords and pins.

| Assessment criteria The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 2.1 give examples of where pins and passwords may be required | | |
| 2.2 state why they must be secure. | | |

Unit 233

Following safe and healthy working practices when using ICT

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 234

Finding, selecting and exchanging information using ICT

2 credits

Outcome 1 Know ICT sources of information

| Assessment criteria The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 give examples of ICT sources of information. | | |

Outcome 2 Be able to locate information using ICT sources

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 state ICT sources that could be used for a given task | | | | | | |
| 2.2 locate information from ICT sources for a stated task. | | | | | | |

Outcome 3 Be able to use enter and save information

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 demonstrate how to save work using file names | | | | | | |
| 3.2 state why work should be saved. | | | | | | |

Outcome 4 Be able to send and receive ICT based information

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 give examples of ICT based information | | | | | | |
| 4.2 use ICT to send information | | | | | | |
| 4.3 use ICT to receive information. | | | | | | |

Unit 234

Finding, selecting and exchanging information using ICT

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

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|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 235 Positional vocabulary

1 credit

Outcome 1 Understand positional vocabulary

| Assessment criteria The learner can: | Portfolio reference | |
|---|----------------------------|--|
| 1.1 give the meaning of a range of terms used to describe the position of objects and places | | |
| 1.2 locate objects and places by using some of the terms described in 1.1 | | |
| 1.3 state the location of places using some of the terms in described in 1.1. | | |

Unit 235 Positional vocabulary

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 236

Providing information orally

2 credits

Outcome 1 Understand that spoken language needs to change for different situations

| Assessment criteria The learner can: | Portfolio reference |
|---|---------------------|
| 1.1 give examples of ways in which spoken language will vary in different situations. | |

Outcome 2 Be able to speak to communicate statements of fact, short accounts and descriptions

| Assessment criteria (Performance) | Evidence date | | | | | |
|-----------------------------------|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 speak to communicate: | | | | | | |
| a. information | | | | | | |
| b. feelings | | | | | | |
| c. opinions | | | | | | |
| d. questions. | | | | | | |

Outcome 3 Be able to use spoken language to clarify meaning

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 prepare questions that may be used to clarify and confirm understanding | | | | | | |
| 3.2 ask questions to clarify and confirm understanding. | | | | | | |

Unit 236 Providing information orally

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 237
3 credits

Obtaining information orally

Outcome 1 Be able to listen for and follow short narratives

| Assessment criteria (Performance) | Evidence date | | | | | |
|--------------------------------------|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 outline the gist of a narrative. | | | | | | |

Outcome 2 Be able to listen for detail from oral presentations

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 identify key points and meaning of oral presentations | | | | | | |
| 2.2 ask questions to check understanding. | | | | | | |

Outcome 3 Be able to obtain information by asking oral questions

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|----------------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 ask questions to obtain information in informal situations | | | | | | |
| 3.2 identify main points of answers. | | | | | | |

Outcome 4 Be able to listen for and identify simply expressed feelings and opinions

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 give examples of familiar language used to express feeling and opinions | | | | | | |
| 4.2 give examples of non-verbal communication which can help indicate feelings and opinions | | | | | | |
| 4.3 identify opinions and feelings from spoken language in informal situations. | | | | | | |

Unit 237 Obtaining information orally

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 239

Discussion skills

2 credits

Outcome 1 Be able to contribute to a discussion

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 list points to include in a discussion | | | | | | |
| 1.2 make contributions to a discussion about a familiar topic. | | | | | | |

Outcome 2 Be able to follow discussions

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 list the main points of the discussion | | | | | | |
| 2.2 state the outcomes of the discussion. | | | | | | |

Unit 239 Discussion skills

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 242

Reading for information

3 credits

Outcome 1 Be able to locate information including the use of captions and illustrations

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 outline a problem or situation where information is needed | | | | | | |
| 1.2 locate information required to solve a specific problem including the use of captions and illustrations in documents. | | | | | | |

Outcome 2 Be able to use key words to locate information

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 identify key words to locate information from: | | | | | | |
| a. a dictionary | | | | | | |
| b. indexes | | | | | | |
| c. reference materials. | | | | | | |

Outcome 3 Be able to organise information

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 use initial letters to find and sequence words. | | | | | | |

Outcome 4 Be able to obtain information from texts

| Assessment criteria (Performance) | Evidence date | | | | | |
|------------------------------------|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 4.1 identify the main points from: | | | | | | |
| a. chronological texts | | | | | | |
| b. informative texts. | | | | | | |

Unit 242 Reading for information

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 244

Reading for a purpose

3 credits

Outcome 1 Be able to recognise different purposes of text

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 give examples of materials with the following purpose: | | | | | | |
| a. to explain | | | | | | |
| b. to inform | | | | | | |
| c. to instruct | | | | | | |
| d. to entertain | | | | | | |
| 1.2 identify the main features of a text which help to indicate its purpose | | | | | | |

Outcome 2 Be able to use instructional texts

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 find written instructions to meet a stated purpose | | | | | | |
| 2.2 follow written instructions to carry out an activity or solve a problem. | | | | | | |

Unit 244 Reading for a purpose

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 245
2 credits

Reading graphical material

Outcome 1 Be able to obtain information from lists and tables

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 extract information for a stated purpose from: | | | | | | |
| a. lists | | | | | | |
| b. tables | | | | | | |
| c. simple diagrams. | | | | | | |

Outcome 2 Understand how block graphs can indicate relative values

| Assessment criteria The learner can: | Portfolio reference | |
|--|---------------------|--|
| 2.1 extract information from block graphs | | |
| 2.2 indicate how the value of items compare by using information from a block graph. | | |

Unit 245 Reading graphical material

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Unit 246

Strategies for reading

2 credits

Outcome 1 Be able to begin to use prior knowledge to engage with the text

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 1.1 state the meaning of key words relating to a chosen topic | | | | | | |
| 1.2 identify main points from a piece of writing on the topic used in 1.1. | | | | | | |

Outcome 2 Be able to use strategies to work out unfamiliar words

| Assessment criteria (Performance) | Evidence date | | | | | |
|--|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 2.1 indicate unfamiliar words within a text | | | | | | |
| 2.2 identify unfamiliar words and their meanings using strategies to include | | | | | | |
| a. use of a simple dictionary | | | | | | |
| b. phonics | | | | | | |
| c. use of images | | | | | | |
| d. use of surrounding text. | | | | | | |

Outcome 3 Be able to use organisational features of chronological and instructional texts

| Assessment criteria (Performance) | Evidence date | | | | | |
|---|---------------------|--|--|--|--|--|
| | | | | | | |
| The learner can: | Portfolio reference | | | | | |
| 3.1 identify the main points of texts presented in different formats. | | | | | | |

Unit 246 Strategies for reading

Declaration

I confirm that the evidence supplied for the above listed unit is authentic and a true representation of my own work. The work logged is my own work carried out as part of my learning programme.

| | |
|---------------------------|--|
| Learner name: | |
| Learner signature: | |
| Date: | |

I confirm that this learner has achieved all the requirements of this unit with the evidence listed. Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

| | |
|----------------------------|--|
| Assessor Name: | |
| Assessor Signature: | |
| Date: | |

| | |
|-----------------------|--|
| IQA Name: | |
| IQA Signature: | |
| Date: | |

Appendix 1 **Summary of City & Guilds assessment policies**

Health and Safety

All centres have to make sure that they provide a safe and healthy environment for learning, including induction and assessment. City & Guilds Qualification Consultants check this when they visit assessment centres.

Equal Opportunities

Your centre will have an equal opportunities policy. Your centre will explain this to you during your induction, and may give you a copy of the policy.

City & Guilds equal opportunities policy is available from our website **www.cityandguilds.com**, City & Guilds Customer Relations Team or your centre.

Access to assessment

City & Guilds qualifications are open to all learners. Some learners may need extra help with their assessment, for example, a person with a visual impairment may need a reader.

If you think you will need alternative assessment arrangements, you should discuss this with your centre during your induction, and record this on your assessment plan. City & Guilds will allow centres to make alternative arrangements for you if you are eligible and if the qualification allows for this. This must be agreed before you start your qualification.

City & Guilds guidance and regulations document *Access to assessment and qualifications* is available on the City & Guilds website **www.cityandguilds.com**, from the City & Guilds Customer Relations Team or your centre.

Complaints and appeals

Centres must have a policy and procedure to deal with any complaints you may have. You may feel you have not been assessed fairly, or may want to appeal against an assessment decision if you do not agree with your Assessor.

These procedures will be explained during induction and you will be provided with information about the Quality Assurance Co-ordinator within your centre who is responsible for this.

Most complaints and appeals can be resolved within the centre, but if you follow the centre procedure and are still not satisfied you can complain to City & Guilds.

Our complaints policy is on our website **www.cityandguilds.com** or is available from the City & Guilds Customer Relations Team or your centre.

City & Guilds
Believe you can



www.cityandguilds.com

Useful contacts

| | |
|---|--|
| UK learners General qualification information | T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com |
| International learners General qualification information | T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com |
| Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com |
| Single subject qualifications 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 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 E: singlesubjects@cityandguilds.com |
| International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com |
| Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com |
| Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993 E: business@cityandguilds.com |
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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

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