

Certificates in English (3850-11, 12, 13)

July 2016 version 1.1

City & Guilds
Believe you can



www.cityandguilds.com

Contents

1	Introduction	5
	Who are the qualifications for?	5
	What do the qualifications cover?	5
	Who did we develop the qualifications with?	5
	What opportunities for progression are there?	5
	Structure	6
2	Centre requirements	8
	Approval	8
	Appointment of local examinations secretary	9
	Human resources	9
	Centre staffing	9
	Teaching qualifications and subject specialist qualifications	9
	Assessor and internal quality assurance qualifications	9
	Continuing professional development (CPD)	9
	Learner entry requirements	9
	Age restrictions	9
3	Delivering the qualification	10
	Initial assessment and induction	10
	Support materials	10
4	Assessment	11
	Access Arrangements	11
	Summary of permitted adjustments - English (Reading)	12
	Summary of permitted adjustments - English (Speaking and Listening)	12
	Summary of permitted adjustments - English (Writing)	13
5	Units	14
	Stage 1 Certificate in English	15
Unit 201	Reading – using different reading strategies for words and phrases	15
Unit 202	Reading – using reading strategies	17
Unit 203	Reading – reading for meaning	19
Unit 204	Speaking and listening – speaking and listening to provide information	21
Unit 205	Speaking and listening – speaking and listening to obtain information	23
Unit 206	Speaking and listening – speaking and listening to take part in a discussion	25
Unit 207	Writing – using grammar, punctuation and spelling in writing	27
Unit 208	Writing – using planning and organisation in writing	30
Unit 209	Writing – writing to communicate	32
	Stage 2 Certificate in English	34
Unit 301	Reading – using reading to extend vocabulary	34
Unit 302	Reading – using reading strategies	36

Unit 303	Reading – reading for meaning	38
Unit 304	Speaking and listening – presenting information by speaking and listening	40
Unit 305	Speaking and listening – speaking and listening to obtain information	42
Unit 306	Speaking and listening – speaking and listening to take part in a discussion	44
Unit 307	Writing – using grammar, punctuation and spelling in writing	46
Unit 308	Writing – planning and organising writing	50
Unit 309	Writing – using structure and content in writing	52
	Stage 3 Certificate in English	54
Unit 401	Reading – using reading to develop vocabulary	54
Unit 402	Reading – using reading strategies	56
Unit 403	Reading – reading for meaning	58
Unit 404	Speaking and listening – presenting information by speaking and listening	60
Unit 406	Speaking and listening – speaking and listening to take part in a discussion	64
Unit 407	Writing – using grammar, punctuation and spelling in writing	66
Unit 408	Writing – planning and organising writing	70
Unit 409	Writing – writing for clear communication	72

1 Introduction

This document tells you what you need to do to deliver the Certificates in English (3850) qualifications.

The City & Guilds 3850 Certificates in English have been designed to recognise and reward the progress that learners make on their English programme.

The English qualifications cover the ability to:

- speak, listen and respond
- read and comprehend
- write to communicate.

Who are the qualifications for?

The main purpose of these qualifications is to help learners develop and accredit English skills at a level necessary to function and progress in life, work or in society in general.

What do the qualifications cover?

The Certificates in English cover the skills of reading, writing, speaking and listening from Stage 1 to Stage 3.

Who did we develop the qualifications with?

The qualifications have been developed in association with a range of providers and employers.

What opportunities for progression are there?

The qualifications allow learners to progress

- to a City & Guilds vocational qualification
- to employment

These qualifications have been designed to allow flexibility as well as clear progression opportunities. All learners would be expected to undergo a thorough diagnostic assessment leading to a learning programme that best matches their skills needs.

Use of the word 'Level' and 'Stage' in this handbook

In this handbook, the term 'Stage' forms part of the qualification title and indicates progression through the qualification suite, eg Stage 1, Stage 2, Stage 3.

The term 'Level' is used more broadly/generically by City & Guilds, in most qualifications and qualification documentation, to indicate degree of difficulty.

Structure

Certificates in English

To achieve the **Stage 1 Certificate in English**, learners must achieve units 201-209.

Unit No.	Level	Title
201	Stage 1	Reading - using different reading strategies for words and phrases
202	Stage 1	Reading - using reading strategies
203	Stage 1	Reading - reading for meaning
204	Stage 1	Speaking and listening - speaking and listening to provide information
205	Stage 1	Speaking and listening - speaking and listening to obtain information
206	Stage 1	Speaking and listening - speaking and listening to take part in a discussion
207	Stage 1	Writing - using grammar punctuation and spelling in writing
208	Stage 1	Writing - using planning and organisation in writing
209	Stage 1	Writing - writing to communicate

To achieve the **Stage 2 Certificate in English**, learners must achieve units 301-309.

Unit No.	Level	Title
301	Stage 2	Reading - using reading to extend vocabulary
302	Stage 2	Reading - using reading strategies
303	Stage 2	Reading - reading for meaning
304	Stage 2	Speaking and listening - presenting information by speaking and listening
305	Stage 2	Speaking and listening - speaking and listening to obtain information
306	Stage 2	Speaking and listening - speaking and listening to take part in a discussion
307	Stage 2	Writing - using grammar, punctuation and spelling in writing
308	Stage 2	Writing - planning and organising writing
309	Stage 2	Writing - using structure and content in writing

To achieve the **Stage 3 Certificate in English** learners must achieve units 401-409.

Unit No.	Level	Title
401	Stage 3	Reading - using reading to develop vocabulary
402	Stage 3	Reading - using reading strategies
403	Stage 3	Reading - reading for meaning
404	Stage 3	Speaking and listening - presenting information by speaking and listening
405	Stage 3	Speaking and listening - obtaining information by speaking and listening
406	Stage 3	Speaking and listening - speaking and listening to take part in a discussion
407	Stage 3	Writing - using grammar, punctuation and spelling in writing
408	Stage 3	Writing - planning and organising writing
409	Stage 3	Writing - writing for clear communication

2 Centre requirements

Approval

This section outlines the approval processes for centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for centre staff.

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures
- effective Learner support
- reliable recording systems.

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

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **Centre Approval Process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **Qualification Approval Process (QAP)**. In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Centre guide – Delivering International Qualifications*, which is available from City & Guilds' international Branch offices, the City & Guilds website or the International Customer Relations team in our London office.

In countries where City & Guilds has a Branch office, support will be available for new centres. They will appoint an External Verifier. They will also provide details of fees applicable for approvals. The Branch office will be the point of contact for all enquiries for these qualifications and will be responsible for monitoring the delivery and assessments through reports submitted by External Verifiers.

In all other countries, centres wishing to apply for centre or qualification approval should contact the Customer Relations Team in our London office.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

Further details of reasons for suspension and withdrawals, procedures and timescales, are contained in *Centre guide – Delivering International Qualifications*.

Appointment of local examinations secretary

An establishment recognised as an approved centre must appoint a local examinations secretary/single contact to whom all communications will be sent by City & Guilds, and who will make arrangements for the conduct of City & Guilds examinations and assessments at the centre.

Human resources

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

- Quality Assurance Co-ordinator
- Trainer/Tutor
- Assessor (for internally assessed components)
- Internal Quality Assurer(s) (for internally assessed components).

These roles are defined more fully in the document 'Qualification and Systems Consultant Roles'

Centre staffing

Staff delivering these qualification must be:

- competent in the English being taught and assessed
- fully conversant with the specification and requirements of the qualification and, for any internal assessment, they must be familiar with and able to apply the marking/assessment criteria.

Teaching qualifications and subject specialist qualifications

It is good practice for staff to hold or be working towards a recognised teacher training qualification and/or relevant subject-specific teaching qualification.

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

Assessor and internal quality assurance qualifications

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

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the skills standards, delivery and assessment requirements, remains current.

Learner entry requirements

There are no formal learner entry requirements for the English qualifications. However, centres must ensure learners have the potential and opportunity to achieve these qualifications.

Age restrictions

These qualifications are available to learners of all ages

3 Delivering the qualification

Initial assessment and induction

Initial and diagnostic assessment of each learner should be conducted before the start of their programme to ensure they are working at the correct level, and that specific skills in need of development are clearly identified.

We recommend that centres provide an induction programme so that learners fully understand:

- the qualifications they will be working towards and how these relate to any identified skills in need of development
- the requirements of the qualifications
- their responsibilities as a candidate
- the responsibilities of the centre
- any possible progression routes.

This information can be recorded on a learning contract.

Learners also need to understand relevant centre policies and procedures, including health and safety and equality and diversity statements.

Support materials

The following resources are available for these qualifications:

Description	How to access
Generic approval form	www.cityandguilds.com

4 Assessment

At all levels, learners must complete an assessment demonstrating they have met the outcomes. This could be a paper based or electronic assessment.

Preparing for assessment

Before starting work towards the qualification, learners will need support and guidance to enable them to:

- understand the assessment process and identify the people who will be involved
- understand the appeal process
- understand any alternative assessment arrangements
- understand the support they can access during the learning and assessment process.

Assessors must read the detailed guidance specific to each assessment title.

Access Arrangements

There is no need to apply directly to City & Guilds for access arrangements. However, if learners require units in Braille or modified versions of the units (that cannot be arranged locally), then this must be applied for at least three months before the learner is due to take the assessment. The three-month lead-in is necessary because the assessment will often need to be prepared individually.

Centres must not order modifications to assessment materials unless they are confident that the learner will be ready to attempt the unit at that time.

Summary of permitted adjustments - English (Reading)

The table below only lists provisions that should be regarded as an access arrangement. Please note all learners may have access to dictionaries, and may either handwrite or word-process their work.

Access Arrangement	Yes/No
Reader	No
Computer/screen reader	Yes
Oral Language Modifier	No
Sign Language Interpreter	No
Scribe	Yes
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical Assistant	Yes
Modified unit materials (including Braille)	Yes
Models, visual/tactile aids, speaking scales	Yes
External device to load personal settings	Yes

Reading within the Certificates in English qualifications is defined as the independent decoding and understanding of written language and text in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, on-screen or presented using Braille.

Computer/screen readers (assistive technology) may be used in the Reading components of the Certificates in English where their use reflects the learner's normal way of reading. A computer/screen reader (assistive technology) is an acceptable arrangement, since it still allows the learner to independently meet the requirements of the reading standards.

A 'human' reader cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence.

Summary of permitted adjustments - English (Speaking and Listening)

Sign Language is permissible in the Speaking and Listening components, provided this is made accessible to all participants in the discussion. No other languages are permitted as alternatives to English.

Similarly, access to augmentative speech equipment is permissible where it reflects the learner's normal way of working.

Any instance where a learner is intending to undergo Speaking and Listening units through the medium of sign language should be discussed in advance with the External Quality Assurer.

Summary of permitted adjustments - English (Writing)

The table below only lists provisions that should be regarded as an access arrangement. Please note all learners may have access to dictionaries, and may either handwrite or word-process their work.

Access Arrangement	Yes/No
Extra time	Yes
Reader	Yes
Computer/screen reader	Yes
Oral Language Modifier	Yes
Sign Language Interpreter	Yes
Scribe	No
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical Assistant	Yes

Writing within the Certificates in English is defined as the independent construction of written text to communicate in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, on-screen or presented using Braille and which are presented in a way that is accessible for the intended audience.

Voice recognition technology (assistive technology) may be used in the Writing components of the Certificates in English where its use reflects the learner's normal way of writing. The use of voice recognition technology (assistive technology) is acceptable since it allows the learner to meet independently the requirements of the writing standards.

A 'human' scribe cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence.

5 Units

This section of the unit pack provides guidance to support those working with and/or assessing the English Skills units.

It includes:

- City & Guilds unit name and number
- Level
- Recommended guided learning hours
- Learning outcomes with related assessment criteria.

Stage 1 Certificate in English

Unit 201 Reading – using different reading strategies for words and phrases

Level:	Stage 1
GLH:	20
Aim:	The aim of the unit is to develop the learner’s skills in understanding and responding to some written, specialist key words and phrases and common words used on forms. Also to develop a variety of strategies to decode unfamiliar words, including the use of reference tools to find meanings.

Learning outcome
The learner will: 1. Be able to use reading strategies to understand written words and phrases.
Assessment criteria
The learner can: 1.1 recognise relevant specialist words 1.2 recognise words and phrases commonly used on forms 1.3 read and understand different types of words to include a. connective words b. adjectives c. adverbials in directions 1.4 use a variety of reading strategies to help decode unfamiliar words.

Learning outcome
The learner will: 2. Be able to use a reference tool.
Assessment criteria
The learner can: 2.1 use first and second place letters to find words in alphabetical order 2.2 use first and second place letters to sequence words in alphabetical order 2.3 use a reference tool to find the meaning of unfamiliar words.

Unit 201

Reading – using different reading strategies for words and phrases

Guidance

English content	Sample context
To meet the assessment criteria for outcome 1 learners need to know how to:	Learners might:
<ul style="list-style-type: none">recognise and understand relevant key specialist wordsread and understand words commonly used on a formuse a variety of reading strategies to help decode a range of unfamiliar words.	<ul style="list-style-type: none">match key specialist words to definitions/illustrations which are relevant to their personal circumstancesread and complete a formcreate a form using key words found on forms for a friend/ peer to complete.
Range	
Specialist words: for example, words used at work. Words and phrases commonly used on forms: for example, occupation, employment history. Types of words (word classes): for example, linking words, nouns, verbs, adjectives. Reading strategies: for example, context clues, word roots, prefixes, suffixes, silent letters.	

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to know how to:	Learners might:
<ul style="list-style-type: none">use a dictionary to find the meaning of unfamiliar words from a study text;order words alphabetically using first and second place letters.	<ul style="list-style-type: none">match technical/specialist words to definitions and put the unfamiliar words alphabetically into personal vocabulary bookput a glossary of technical/specialist words into alphabetical order.
Range	
Reference tool: dictionary, thesaurus, telephone directory, A-Z.	

Level:	Stage 1
GLH:	20
Aim:	The aim of this unit is to develop the learner's reading strategies to enable the learner to find information for specific purposes, using organisational features and different types of reading.

Learning outcome
The learner will: 1. Be able to find information for a specific purpose.
Assessment criteria
The learner can: 1.1 use organisational features to locate information 1.2 identify the main points and ideas in text.

Learning outcome
The learner will: 2. Be able to use strategies for understanding written text.
Assessment criteria
The learner can: 2.1 highlight the organisational features of instructional texts 2.2 identify the organisational features and typical language of instructional text 2.3 skim read title, headings and illustrations to decide if materials are of interest 2.4 scan texts to locate information 2.5 obtain specific information through detailed reading 2.6 recognise punctuation and capitalisation to help understanding.

Unit 202
Guidance

Reading – using reading strategies

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none"> • understand and use organisational features to locate information • identify the main points and ideas in a text. 	<ul style="list-style-type: none"> • read a newspaper/magazine article and highlight the main/key points • read the back cover of a book and explain to the tutor/a peer what the book is about • use the contents/index section of a text book related to work or study and locate specific information • find a specific website using a search engine without the actual URL.

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to:	Learners might:
<ul style="list-style-type: none"> • read and understand short, straightforward texts on familiar topics accurately and independently • read and obtain information from everyday sources appropriate for study and life. 	<ul style="list-style-type: none"> • identify current items in the news then scan recent papers/texts to locate articles on the same news item • Identify different viewpoints • read an instructional text and complete the activity.

Level:	Stage 1
GLH:	20
Aim:	The aim of this unit is to develop skills enabling the learner to read and gain meaning from a short pieces of straightforward descriptive, explanatory and instructional texts and recognise the purposes of the different texts.

Learning outcome
The learner will: 1. Be able to read a piece of text and gain meaning from it.
Assessment criteria
The learner can: 1.1 recount the main events of <ul style="list-style-type: none"> • short descriptive texts • explanatory texts 1.2 follow written instructions to carry out an activity 1.3 recognise the different purposes of texts.

Learning outcome
The learner will: 2. Be able to use images to help understanding.
Assessment criteria
The learner can: 2.1 relate an image to print and use it to obtain meaning.

Unit 203
Guidance

Reading – reading for meaning

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none"> • read and understand the main events in a continuous text • select appropriate texts to suit their own purposes • complete tasks using instructional texts. 	<ul style="list-style-type: none"> • select a recipe from a cook book, explain why they have chosen it and cook the dish • adapt a text by inserting organisational features appropriately, for example, bullet points, paragraphs • identify the purpose of a selection of texts, for example, posters, leaflets, instruction manuals, letters • Give directions, for example, send a text message or uploading a map.
Range	
Descriptive: see glossary of terms.	
Explanatory: see glossary of terms.	
Written instructions: eg recipes, DIY instructions, following directions.	
Purposes: eg to inform, entertain.	

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to:	Learners might:
<ul style="list-style-type: none"> • relate an image to print and use it to obtain meaning. 	<ul style="list-style-type: none"> • use photos and other images on the home page of a website to find a section of interest • find information from illustrated texts, eg weather forecasts in newspapers.
Range	
Image: eg photos, illustrations, diagrams.	

Unit 204

Speaking and listening – speaking and listening to provide information

Level:	Stage 1
GLH:	20
Aim:	The aim of this unit is to develop skills to enable the learner to speak to others to provide information on simple, straightforward, familiar topics including responding to questions

Learning outcome
The learner will: 1. Be able to provide information to others by speaking and listening.
Assessment criteria
The learner can: 1.1 speak clearly and appropriately for the situation 1.2 give a description based on a straightforward topic 1.3 give an explanation based on a straightforward topic 1.4 give an account on a straightforward topic 1.5 respond to questions about different topics.

Unit 204

Speaking and listening – speaking and listening to provide information

Guidance

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">• give a clear explanation with the right level of detail in a real-life or study context• respond to straightforward questions.	<ul style="list-style-type: none">• explain school rules to a new class member eg break times, facilities; respond to requests for further information/clarification• describe an incident/accident that occurred and respond to requests for further information/clarification.

Unit 205

Speaking and listening – speaking and listening to obtain information

Level:	Stage 1
GLH:	20
Aim:	The aim of this unit is to develop skills to enable learners to obtain information from others in familiar and unfamiliar contexts from explanations, instructions and narratives including making requests and asking questions and using strategies to confirm and clarify understanding.

Learning outcome
The learner will: 1. Be able to obtain information from others by speaking and listening.
Assessment criteria
The learner can: 1.1 listen for and identify the gist of explanations, instructions and narratives in different contexts 1.2 listen for and identify detail in explanations, instructions and narratives in different contexts 1.3 listen for and identify relevant information from: <ul style="list-style-type: none">• explanations• discussions• presentations 1.4 use strategies to clarify and confirm understanding 1.5 make requests and ask questions to obtain information in familiar and unfamiliar contexts.

Unit 205

Speaking and listening – speaking and listening to obtain information

Guidance

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">• listen and respond to spoken language, including:<ul style="list-style-type: none">○ straightforward information○ Narratives○ explanations and instructions, which can be face to face or on the telephone.	<ul style="list-style-type: none">• listen and follow instructions on a telephone answering service to speak to a customer advisor and ask the advisor for information, eg mobile phone company, cinema information• follow a demonstration of some equipment, use questioning, facial expression, gesture and confirming remarks to confirm and check understanding.

Unit 206

Speaking and listening – speaking and listening to take part in a discussion

Level:	Stage 1
GLH:	20
Aim:	The aim of this unit is to develop skills to enable the learner to take part in discussions with others on straightforward topics, in familiar contexts including listening and responding to others' points of view.

Learning outcome
The learner will: 1. Be able to take part in discussions on straightforward topics.
Assessment criteria
The learner can: 1.1 follow the main points of a straightforward discussion 1.2 identify relevant information from a straightforward discussion 1.3 make contributions relevant to a discussion 1.4 listen and respond appropriately to other points of view 1.5 respect the turn-taking rights of others in a discussion.

Unit 206

Speaking and listening – speaking and listening to take part in a discussion

Guidance

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">engage in a discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics.	<ul style="list-style-type: none">listen and contribute to a meeting in the place of studydiscuss a school-based issue with a peer and contribute to a solutiondiscuss the organisation of an event or group project.

Unit 207

Writing – using grammar, punctuation and spelling in writing

Level:	Stage 1
GLH:	20
Aim:	The aim of this unit is to develop skills in punctuation, grammar and spelling to enable the learner to aid understanding when writing a range of simple and compound sentences and to use reference sources to ensure accuracy.

Learning outcome
The learner will: 1. Be able to use grammar and punctuation to aid understanding when writing.
Assessment criteria
The learner can: 1.1 construct complete written sentences, using adjectives and conjunctions 1.2 write grammatically correct sentences using the past, present and future tense as needed with subject-verb agreement 1.3 use correct punctuation in complete sentences.

Learning outcome
The learner will: 2. Be able to refer to sources of correct spellings of common and relevant key words.
Assessment criteria
The learner can: 2.1 use dictionaries or spellcheckers on computers to find unknown spellings.

Learning outcome
The learner will: 3. Be able to develop vocabulary relevant to own work and special interests
Assessment criteria
The learner can: 3.1 identify key words relevant to work and life 3.2 spell common words and relevant key words for work and special interest.

Learning outcome
The learner will: 4. Be able to use methods to improve own spelling
Assessment criteria
The learner can: 4.1 proof-read own written text 4.2 correct errors in own spelling 4.3 use spelling rules 4.4 use spelling strategies to extend spelling competence 4.5 use rules and patterns to spell unfamiliar words

Unit 207

Writing – using grammar, punctuation and spelling in writing

Guidance

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">produce text that uses grammatically correct complete sentences with the appropriate punctuation, ie capital letters, full-stops, question marks and exclamation marks.	<ul style="list-style-type: none">write a descriptive story/narrative about an interesting experience in the pastcompose a review of their programme of study.

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to:	Learners might:
<ul style="list-style-type: none">spell key words, relating to their daily life, leisure and study, correctly.	<ul style="list-style-type: none">use a spell checker to correct on-screen spelling errors in a textuse a dictionary to correct paper based spelling errors in a text.

English content	Sample context
To meet the assessment criteria for Outcome 3 learners need to:	Learners might:
<ul style="list-style-type: none">develop knowledge of spelling for key technical/specialist words.	<ul style="list-style-type: none">add technical/specialist words to a text that have been omittedcreate a personal dictionary for key technical/specialist vocabulary.

English content	Sample context
To meet the assessment criteria for Outcome 4 learners need to:	Learners might:
<ul style="list-style-type: none">proof read their own writing, identifying and correcting the main errors of sense and spelling.	<ul style="list-style-type: none">plan and draft an article for a magazine checking that all spelling errors have been correctedplan and draft an assignment/essay/leaflet relevant to study checking that all spelling errors have been corrected.use spelling strategies eg develop a personal glossary of technical and specialist words they commonly misspell.

Unit 208

Writing – using planning and organisation in writing

Level:	Stage 1
GLH:	20
Aim:	The aim of this unit is to develop learner's skills to enable them to plan and organise writing taking note of key points, short paragraphs and sequencing, when appropriate.

Learning outcome
The learner will: 1. Be able to plan and organise own writing.
Assessment criteria
The learner can: 1.1 plan writing, indicating key points 1.2 organise writing in short paragraphs 1.3 produce a sequenced chronological text.

Unit 208

Writing – using planning and organisation in writing

Guidance

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">• plan, draft and write a sequential text to a satisfactory final standard.	<ul style="list-style-type: none">• plan and draft a reply to a formal letter• plan and draft an assignment/essay/leaflet relevant to study.

Level:	Stage 1
GLH:	20
Aim:	The aim of this unit is to develop the learner's skills to write to communicate information and opinions for a range of purposes.

Learning outcome
The learner will: 1. Be able to use writing to communicate information and opinions.
Assessment criteria
The learner can: 1.1 communicate information and opinions in sequential order.

Learning outcome
The learner will: 2. Be able to produce accurate writing.
Assessment criteria
The learner can: 2.1 produce text that is legible and fit for purpose 2.2 proof-read and revise writing for accuracy and meaning.

Unit 209
Guidance

Writing – writing to communicate

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none"> • produce a written text that is fit for purpose and audience, presented in an appropriate legible format. 	<ul style="list-style-type: none"> • plan and draft a short report of an incident at school presenting the events in the order they occurred • write an account of a recent event in own experience • write an article about a holiday destination for a travel magazine.

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to:	Learners might:
<ul style="list-style-type: none"> • proof-read and correct writing for grammar and spelling to a satisfactory final standard in an appropriate format. 	<ul style="list-style-type: none"> • identify documents where handwriting is the most suitable and documents where word processing is more appropriate • plan and draft a reply to a friend or family member.

Stage 2 Certificate in English

Unit 301 Reading – using reading to extend vocabulary

Level:	Stage 2
GLH:	20
Aim:	The aim of the unit is to develop the learner’s skills in understanding and responding to written vocabulary on a range of topics, in different types of text, and to enable the learner to develop vocabulary using a range of strategies and reference materials.

Learning outcome
The learner will: 1. Understand vocabulary relating to a variety of topics.
Assessment criteria
The learner can: 1.1 recognise vocabulary on a variety of topics 1.2 recognise vocabulary associated with different types of text.

Learning outcome
The learner will: 2. Be able to develop vocabulary using strategies and reference materials.
Assessment criteria
The learner can: 2.1 read and use vocabulary in different types of text 2.2 use appropriate strategies to work out meaning 2.3 apply knowledge of word structure, related words, word route, deviations and borrowing to recognise vocabulary.

Unit 301
Guidance

Reading – using reading to extend vocabulary

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none"> • recognise and understand vocabulary associated with different topics and use appropriate strategies to work out meaning and develop knowledge of an increasing range of vocabulary. 	<ul style="list-style-type: none"> • match key specialist words to definitions/illustrations that are relevant to their study programme • identify words borrowed from other languages in a common text, for example, a menu • use an etymological dictionary (online or paper) to explore origins of own specialist/key words.

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to:	Learners might:
<ul style="list-style-type: none"> • recognise, understand and develop own vocabulary in a variety of contexts. 	<ul style="list-style-type: none"> • match technical/specialist words to definitions • develop a personal dictionary of a range of relevant technical and specialist vocabulary • use an etymological dictionary (online or paper) to explore origins of own specialist/key words.

Level:	Stage 2
GLH:	20
Aim:	The aim of this unit is to develop the learner's reading strategies to enable the learner to find information for specific purposes, from descriptive, explanatory and persuasive texts, using different reading strategies.

Learning outcome
The learner will: 1. Be able to locate information for specific purposes.
Assessment criteria
The learner can: 1.1 use organisational and structural features to locate information 1.2 use different reading strategies to find and obtain required information 1.3 identify different types of information within descriptive, explanatory and persuasive texts 1.4 identify the main points, specific detail and meaning conveyed by images.

Learning outcome
The learner will: 2. Understand how language and other textual features contribute to meaning in different types of texts.
Assessment criteria
The learner can: 2.1 describe how language and other textual features contribute to the purpose of different texts 2.2 describe how the meaning of texts can be determined from: <ul style="list-style-type: none"> • component parts of a text • context • own knowledge and experience 2.3 use grammatical knowledge to predict meaning 2.4 use knowledge of punctuation to predict meanings.

Unit 302
Guidance

Reading – using reading strategies

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none"> • understand and use organisational features to locate information; identify the main points and ideas in a text. 	<ul style="list-style-type: none"> • read a newspaper/magazine article and highlight the main/key points • read the synopsis on the cover of a book and explain to a peer what the book is about • use the contents/index section of a text book related to study and locate specific information • find a specific website using a search engine without the actual URL, then locate a specific tab/page on the website.
Range	
Reading strategies: skimming, scanning, detailed reading.	
Required information: main points or events, specific details, meaning conveyed by images.	

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to:	Learners might:
<ul style="list-style-type: none"> • read, with understanding, a variety of straightforward continuous texts on familiar topics • read and obtain information from everyday sources appropriate for study and life. 	<ul style="list-style-type: none"> • read a selection of different types of text, identify the punctuation used and compare the incidence and usage • compare sentence length and structures in different styles of newspaper articles • identify different types of written documents and their purpose.

Level:	Stage 2
GLH:	20
Aim:	The aim of this unit is to develop skills enabling the learner to read, gain and infer meaning from short pieces of straightforward texts varying in length, including instructional, persuasive and descriptive texts and recognise the purposes of the different texts.

Learning outcome
The learner will: 1. Understand written texts.
Assessment criteria
The learner can: 1.1 identify main events of a descriptive or an explanatory text 1.2 identify main points of a persuasive text 1.3 read and follow written instructions to complete an activity.

Learning outcome
The learner will: 2. Be able to use images to help understanding.
Assessment criteria
The learner can: 2.1 determine meaning from images which is not directly stated in text.

Unit 303
Guidance

Reading – reading for meaning

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none"> • read and understand the main events in a continuous text • select appropriate texts to suit their own purposes • complete tasks using instructional texts. 	<ul style="list-style-type: none"> • select a task from an instruction manual and follow the instructions to complete the task • read a continuous text of at least three paragraphs on a topic of personal interest, then summarise the overall content and give an opinion.

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to:	Learners might:
<ul style="list-style-type: none"> • relate an image to print and use it to obtain meaning. 	<ul style="list-style-type: none"> • use photos and other images on the home page of a website to find a section of interest • insert relevant images into a range of texts, for example, a book into a book review • match headings to images.

Unit 304

Speaking and listening – presenting information by speaking and listening

Level:	Stage 2
GLH:	20
Aim:	The aim of the unit is to enable the learner to develop skills to present different types of straightforward information to others, adapting speech to different contexts and situations and responding to questions on a range of topics.

Learning outcome
The learner will: 1. Be able to present information to others by speaking and listening.
Assessment criteria
The learner can: 1.1 adapt speech for particular situations 1.2 organise information and ideas in sequences and develop the main points 1.3 respond to questions on a range of topics.

Unit 304

Speaking and listening – presenting information by speaking and listening

Guidance

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">• speak clearly and present information and ideas in a logical sequence• answer questions appropriately about information given.	<ul style="list-style-type: none">• prepare and present information to peers on a project/topic of interest• take part in a mock interview, present information on own skills and experience• give a guided tour of the place of study to new learners.
Range	
Particular situations: give information or descriptions for particular contexts and situations; give explanations for particular contexts and situations; give instructions for particular contexts and situations.	

Unit 305

Speaking and listening – speaking and listening to obtain information

Level:	Stage 2
GLH:	20
Aim:	The aim of this unit is to develop skills to enable the learner to obtain information from a range of explanations or presentations on straightforward topics, in different familiar and unfamiliar contexts. These include making requests, asking questions and using strategies to confirm and clarify understanding.

Learning outcome
The learner will: 1. Be able to obtain information from others by speaking and listening.
Assessment criteria
The learner can: 1.1 listen for and identify information from explanations or presentations on a range of straightforward topics 1.2 listen and respond to explanations, instructions and narratives on different topics in a range of contexts 1.3 use strategies to clarify and confirm understanding 1.4 make requests and ask questions to obtain information in familiar and unfamiliar contexts.

Unit 305

Speaking and listening – speaking and listening to obtain information

Guidance

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">listen and respond to spoken language and adapt responses to the context, for example, verbal and non-verbal.	<ul style="list-style-type: none">listen to a presentation by a peer or visiting speaker and ask questions appropriate to the topicprepare questions to ask a visiting speaker on a pre-arranged topic, eg a careers advisor or a health workerlisten to, understand and complete a task, for example, follow verbal directions to find a particular shop or place of interest or a specific item within a large store.

Unit 306

Speaking and listening – speaking and listening to take part in a discussion

Level:	Stage 2
GLH:	20
Aim:	The aim of this unit is to develop skills to enable the learner to take part in discussions with others on a range of straightforward topics, in familiar and unfamiliar contexts, making contributions relevant to the situation.

Learning outcome
The learner will: 1. Be able to take part in discussion.
Assessment criteria
The learner can: 1.1 follow discussions on a range of straightforward topics 1.2 provide feedback and confirmation when listening to others 1.3 make relevant contributions in a discussion 1.4 respect the turn-taking rights of others during discussions 1.5 use phrases for interruption.

Unit 306

Speaking and listening – speaking and listening to take part in a discussion

Guidance

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">engage in discussion with one or more people making clear and relevant contributions that respond to what others say.	<ul style="list-style-type: none">participate in a team activity in the place of studyin a team, discuss and organise a celebration eventattend a public community meeting and contribute by expressing an opinion.

Unit 307

Writing – using grammar, punctuation and spelling in writing

Level:	Stage 2
GLH:	20
Aim:	The aim of this unit is to develop skills in punctuation, grammar and spelling to enable the learner to aid understanding when writing a range of complete sentences and to use a range of reference sources ensure accuracy.

Learning outcome
The learner will: 1. Be able to use grammar and punctuation to aid understanding when writing.
Assessment criteria
The learner can: 1.1 construct complete written sentences to suit the text type, audience and purpose 1.2 use correct subject-verb agreement 1.3 use correct tense for purpose.

Learning outcome
The learner will: 2. know how to use punctuation to aid understanding.
Assessment criteria
The learner can: 2.1 punctuate sentences using punctuation markers 2.2 use punctuation so that meaning is clear.

Learning outcome
The learner will: 3. Be able to spell words most often used in daily life.
Assessment criteria
The learner can: 3.1 spell correctly words used most often.

Learning outcome
The learner will: 4. Be able to use a range of methods to spell words.
Assessment criteria
The learner can: 4.1 use a range of spelling rules 4.2 use some independent spelling strategies.

Unit 307

Writing – using grammar, punctuation and spelling in writing

Guidance

Some of the sentences should include conjunctions, eg if, so, while, though, since, when. Sentences must be consistently grammatically correct in text of at least a paragraph. Autobiographical text must include past simple, continuous and perfect tenses.

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">produce text that uses grammatically correct complete sentences. Learners are expected to write more than one paragraph.	<ul style="list-style-type: none">write a descriptive story/narrative about an interesting experience in the pastcompose a review of their programme of study.

Correct use of capital letters includes proper nouns, abbreviations, nationalities, titles.

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to:	Learners might:
<ul style="list-style-type: none">write sentences that are punctuated so that meaning is clear. This includes end of sentence punctuation and the correct use of capital letters.	<ul style="list-style-type: none">write a letter to someone they do not know personallywrite about a personal experience.

Spelling rules/strategies to include: common endings for plurals; doubling consonants with suffixes, common prefixes and suffixes, silent letters; breaking words into segments.

Quantity: between 10-20 words related to home or study.

English content	Sample context
To meet the assessment criteria for Outcome 3 learners need to:	Learners might:
<ul style="list-style-type: none">spell correctly key words relating to their leisure and study.	<ul style="list-style-type: none">identify and correct the errors in a given piece of text, for example. a letter or article, which has a variety of mis-spelt wordsdemonstrate the use of a spell checker or dictionary for common mis-spelt words, for example, homophonesinsert correctly spelt words into a cloze text.

Unit 307

Writing – using grammar, punctuation and spelling in writing

Guidance

Acceptable methods to check spelling include dictionary, thesaurus, electronic spelling machine or computer spellchecker.

English content	Sample context
To meet the assessment criteria for Outcome 4 learners need to:	Learners might:
<ul style="list-style-type: none">• use different strategies to check spelling in their own writing.	<ul style="list-style-type: none">• use a spell checker to correct on-screen spelling errors in a text• use a dictionary to correct paper based spelling errors in a text• produce a short text and ask a peer to proofread for spelling.

Level:	Stage 2
GLH:	20
Aim:	The aim of this unit is to develop learner's skills to enable them to plan and organise their own writing taking note of key points, format structure, detail, style and sequencing when appropriate.

Learning outcome
The learner will: 1. Be able to plan and organise own writing.
Assessment criteria
The learner can: 1.1 outline a plan for own writing, indicating key points 1.2 use format and structure suitable for purpose 1.3 judge how much to write and level of detail to include 1.4 present information in a logical sequence, using paragraphs where appropriate 1.5 use style and vocabulary suitable for purpose and audience.

Unit 308

Guidance

Writing – planning and organising writing

Writing can be by hand or by electronic means.

Text should include headings, numbering, bullet points, underlining, block letters, charts or images, depending on context, purpose and intended audience, eg instructions, directions, an information leaflet.

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">• write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience.	<ul style="list-style-type: none">• plan and draft a letter of application for a job• plan and draft an assignment/essay/leaflet relevant to daily life or study• plan and draft an article for a community, school or specialist magazine.

Unit 309

Writing – using structure and content in writing

Level:	Stage 2
GLH:	20
Aim:	The aim of this unit is to develop the learner's skills to communicate information and opinions for a variety of purposes, taking account of informal and specialist language and different audiences.

Learning outcome
The learner will: 1. Be able to communicate information and opinions when writing.
Assessment criteria
The learner can: 1.1 use language at different levels of complexity in own writing 1.2 use formal and specialist language for different audiences.

Learning outcome
The learner will: 2. Be able to present accurate writing
Assessment criteria
The learner can: 2.1 produce legible final text with reasonable accuracy appropriate to purpose 2.2 proof-read and revise writing for accuracy and meaning.

Unit 309

Writing – using structure and content in writing

Guidance

Writing can be by hand or by electronic means.

Learning outcome 1: Explanation of criteria

- assessment activities could include: producing a letter, a short report or piece of descriptive writing
- assessment activities could include, producing a set of multi-step instructions or directions, eg invitations, leaflets.

Learning outcome 2: Explanation of criteria

- in handwriting, using a word-processor or e-mail
- checking for content, meaning and legibility.

Stage 3 Certificate in English

Unit 401 Reading – using reading to develop vocabulary

Level:	Stage 3
GLH:	20
Aim:	The aim of the unit is to develop the learner's skills in understanding and responding to written vocabulary in a range of different texts at varying levels of complexity, and to further develop vocabulary by using reference material.

Learning outcome
The learner will: 1. Understand vocabulary used for different purposes in different types of text.
Assessment criteria
The learner can: 1.1 recognise technical vocabulary 1.2 recognise vocabulary associated with a range of different texts of varying complexity 1.3 explain how choices about vocabulary contribute to different types of text.

Learning outcome
The learner will: 2. Be able to use reference materials to develop vocabulary.
Assessment criteria
The learner can: 2.1 use reference material to identify the meaning of unfamiliar words 2.2 use reference material to find alternative words.

Unit 401

Reading – using reading to develop vocabulary

Guidance

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">recognise and understand technical vocabulary associated with different topics and use appropriate strategies to work out meaning and develop knowledge of an increasing range of vocabulary.	<ul style="list-style-type: none">match key specialist words to definitions/illustrations that are relevant to their study programmeread a formal text and recognise and highlight specialist vocabulary associated with the subject and the formality of the communicationmake a personal glossary of technical words related to specialist activities or study and look up the meanings, usage and origins; use the glossary for reference in own reading and writing.

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to:	Learners might:
<ul style="list-style-type: none">use reference material to find unfamiliar words and develop own vocabulary in a variety of contexts.	<ul style="list-style-type: none">match technical/specialist words to definitionslook up an unfamiliar word in a variety of reference sources online and paper, eg thesaurus, etymological dictionaryuse an etymological dictionary (online or paper) to explore origins of own specialist/key wordslook up an unfamiliar word in an appropriate dictionary and decide from a range of meanings which one best suits the context.

Level:	Stage 3
GLH:	20
Aim:	The aim of this unit is to develop the learner's reading strategies to enable the learner to find information for specific purposes, read critically and compare information from a range of complex texts.

Learning outcome
The learner will: 1. Be able to locate information for specific purposes.
Assessment criteria
The learner can: 1.1 use organisational features and systems to locate information 1.2 use different reading strategies to obtain information 1.3 identify the main points from written text 1.4 identify specific detail from written text.

Learning outcome
The learner will: 2. Be able to use strategies for understanding written text.
Assessment criteria
The learner can: 2.1 read critically to evaluate information 2.2 compare information, ideas and opinions from different sources 2.3 use images to inform understanding 2.4 use grammar and punctuation to aid understanding.

Unit 402
Guidance

Reading – using reading strategies

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none"> • use organisational features and systems to locate texts and information; use different reading strategies to find and obtain information. 	<ul style="list-style-type: none"> • locate information/texts in a library relevant to a particular area of interest • locate texts on a specific topic/area of study in an on-line bookstore • use the contents/index section of a text book related to special interests or study and locate specific information • find a website using a search engine without the actual URL and then locate specific information on the website (elsewhere than on the home page).

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to:	Learners might:
<ul style="list-style-type: none"> • read with understanding a variety of straightforward continuous texts on familiar topics • read and obtain information from everyday sources appropriate for study and life. 	<ul style="list-style-type: none"> • compare two texts with different levels of formality about the same or related subjects, then highlight the different grammatical features which convey formality/informality, eg newspapers, magazines and social media forums • highlight punctuation used in different texts, eg a report, a newspaper article, a leaflet; identify how the punctuation used contributes to the purpose of the texts.

Level:	Stage 3
GLH:	20
Aim:	The aim of this unit is to develop skills enabling the learner to read, gain and infer meaning from a range of different texts varying in length, purpose and complexity, to identify points of view and summarise the information they contain for a purpose.

Learning outcome
The learner will: 1. Understand written texts.
Assessment criteria
The learner can: 1.1 identify the main events of descriptive, explanatory and persuasive texts of varying complexity 1.2 identify the purpose of a text using explicit and implicit clues 1.3 identify points of view within an argument.

Learning outcome
The learner will: 2. Be able to summarise information.
Assessment criteria
The learner can: 2.1 select main points and supporting detail in information to be summarised.

Unit 403
Guidance

Reading – reading for meaning

Texts must be of at least five paragraphs, eg a report, book summary.

Examples of types of text: to instruct, explain, describe, persuade; using clues in format, structure, vocabulary and style and recognising when the stated purpose is different from the actual purpose (eg satire).

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none"> read a range of texts, trace and understand the main events, identify purpose and points of view within each of the texts. 	<ul style="list-style-type: none"> read various texts in detail, highlight the key points in each text and, from a list of statements of purpose and points of view, select which ones apply to each text and discuss their decisions from a cut up text re-assemble the sequence of an argument so that the points have a logical sequence, then read the completed text for sense, identify the viewpoints and the purpose.

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to:	Learners might:
<ul style="list-style-type: none"> summarise the key points from a text consisting of more than five paragraphs. 	<ul style="list-style-type: none"> summarise the main points from an area of research related to study or personal interest and present the information (verbally via a presentation or a written summary) use notes and diagrams to present a verbal or written summary to others or to complete another task.
Range	
In writing or verbally, eg as part of a presentation.	

Unit 404

Speaking and listening – presenting information by speaking and listening

Level:	Stage 3
GLH:	20
Aim:	The aim of the unit is to enable the learner to develop skills to present different types and complexity of information to others effectively and confidently, adapting speech to different contexts and situations and responding to external, detailed questions and criticism.

Learning outcome
The learner will: 1. Be able to present information to others.
Assessment criteria
The learner can: 1.1 speak confidently in a way which suits the situation 1.2 organise information and ideas in sequences 1.3 give explanations or accounts 1.4 give multi-step instructions 1.5 respond to detailed or extended questions 1.6 respond to criticism and criticise constructively.

Unit 404

Speaking and listening – presenting information by speaking and listening

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as Sign Language. Exchanges can be face-to-face or might involve remote exchanges.

Learners must:

- use appropriate speed and phrasing in formal situations
- use appropriate structure, style and vocabulary in formal situations
- give extended answers
- handle delicate situations and attitudes sensitively.

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">• speak clearly and present information and ideas in a logical sequence• speak at length in response to open evaluative questions.	<ul style="list-style-type: none">• prepare and present information to peers on a special interest or study based project• present information on how to use a new software package to peers• put forward a proposal eg a team meeting, student forum• give open and detailed responses to questions in an interview or review situation.

Unit 405

Speaking and listening – obtaining information by speaking and listening

Level:	Stage 3
GLH:	20
Aim:	The aim of this unit is to develop skills to enable learners to obtain detailed information from explanations or presentations on a range of topics, in different familiar and unfamiliar contexts. These should include making requests, asking questions and using strategies to obtain detailed information.

Learning outcome
The learner will: 1. Be able to obtain information from others by speaking and listening.
Assessment criteria
The learner can: 1.1 listen for and identify information from extended explanations or presentations on a range of topics 1.2 listen to and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts 1.3 obtain detailed information in familiar and unfamiliar contexts by making requests and asking questions.

Unit 405

Speaking and listening – obtaining information by speaking and listening

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as Sign Language. Exchanges can be face-to-face or might involve remote exchanges.

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">• listen to spoken language in a range of contexts and varying lengths• adapt the response to the speaker in line with context and situation.	<ul style="list-style-type: none">• listen to a presentation from a peer and ask detailed questions appropriate to the topic• take part in a guided tour of a place of interest, eg a local museum and ask the tour guide for additional information• listen to an audio book or short story and compose a review or discuss with a peer.

Unit 406

Speaking and listening – speaking and listening to take part in a discussion

Level:	Stage 3
GLH:	20
Aim:	The aim of this unit is to develop skills to enable the learner to take part in purposeful discussions with others on complex topics, adapting contributions relevant to the situation, and using evidence to support opinions and arguments.

Learning outcome
The learner will: 1. Be able to take part in a discussion.
Assessment criteria
The learner can: 1.1 make contributions on complex topics to produce outcomes appropriate to the purpose 1.2 adapt contributions to discussions to suit audience, context, purpose and situation 1.3 use evidence to support opinions and arguments 1.4 use phrases for interruption and change of topic 1.5 use strategies intended to reassure.

Unit 406

Speaking and listening – speaking and listening to take part in a discussion

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as Sign Language Exchanges can be face-to-face or might involve remote exchanges.

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">engage in discussion with one or more people on a complex topic, eg team meetings, new systems implementation, change agendas. Learners will make clear and relevant contributions with evidence to support their own opinions and move the discussion forward.	<ul style="list-style-type: none">participate and actively contribute to a team meeting at place of studyparticipate in a team discussion to organise a promotional/marketing eventattend a public community meeting and contribute by expressing personal relevant and constructive opinions.
Range	
Contributions: progressing discussions towards agreed decisions, proposals and solutions making constructive contributions and interventions. Adapt contributions: in terms of number, length and level of detail. Situation: contributions should be appropriate to the situation, eg, body language, appropriate phraseology.	

Unit 407

Writing – using grammar, punctuation and spelling in writing

Level:	Stage 3
GLH:	20
Aim:	The aim of this unit is to develop skills in the use of complex punctuation markers, grammar and spelling to enable the learner to aid understanding when writing a range of complex sentences and to independently use a range of reference sources to proof read and ensure accuracy.

Learning outcome
The learner will: 1. Be able to use grammar correctly.
Assessment criteria
The learner can: 1.1 construct complex sentences 1.2 use correct grammar 1.3 use pronouns so that their meaning is clear.

Learning outcome
The learner will: 2. Know how to use punctuation to aid understanding.
Assessment criteria
The learner can: 2.1 punctuate sentences using complex punctuation markers.

Learning outcome
The learner will: 3. Be able to review and revise to amend own written text.
Assessment criteria
The learner can: 3.1 proof-read and revise writing for accuracy and meaning 3.2 use a variety of sources to find correct spellings.

Learning outcome
The learner will: 4. Be able to spell words most often used in daily life.
Assessment criteria
The learner can: 4.1 spell correctly words used most often in work, studies and daily life, including familiar technical words 4.2 identify a range of different strategies to aid spelling.

Learning outcome
The learner will: 5. Be able to use different methods to spell words.
Assessment criteria
The learner can: 5.1 use a range of spelling rules 5.2 use a range of strategies 5.3 spell a range of words required for a particular purpose.

Unit 407

Writing – using grammar, punctuation and spelling in writing

Guidance

Writing can be by hand or by electronic means.

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">produce text which uses grammatically correct complex sentencesuse pronouns in text with clarity so that the meaning is clear. Learners are expected to write a minimum of three paragraphs.	<ul style="list-style-type: none">recount an experience or incidentwrite a letter of complaint based on personal experiencescompose a review of their programme of study.
Range	
Sentences: must have more than one part (clause).	
Correct grammar: examples of correct grammar in sentences include subject-verb agreement, correct and consistent use of tense.	
Meaning: sentences must avoid ambiguity.	

English content	Sample context
To meet the assessment criteria for Outcome 2 learners need to:	Learners might:
<ul style="list-style-type: none">write accurately punctuated sentences using a range of punctuation to support meaning, eg commas, apostrophes, inverted commas.	<ul style="list-style-type: none">write about a personal experiencewrite an account of an experience for a local community magazinewrite a play/script incorporating dialogue using natural speech.
Range	
Punctuation: commas, apostrophes, inverted commas.	

Unit 407

Writing – using grammar, punctuation and spelling in writing

Guidance

English content	Sample context
To meet the assessment criteria for Outcome 3 learners need to:	Learners might:
<ul style="list-style-type: none"> proof-read and revise writing for spelling grammatical accuracy and meaning. 	<ul style="list-style-type: none"> use a spell checker or dictionary to correct spelling errors in a text use a thesaurus to find words with similar meanings to avoid repetition in longer pieces of written text use a personal glossary or thesaurus to ensure that the most precise specialist words are used in own writing.
Range	
Accuracy: acceptable methods to check spelling include dictionary, thesaurus, electronic spelling machine or computer spellchecker	

English content	Sample context
To meet the assessment criteria for Outcome 4 learners need to:	Learners might:
<ul style="list-style-type: none"> correctly spell words they use in study and daily life. 	<ul style="list-style-type: none"> make a number of words from a root word using prefixes and suffixes eg real – really, unreal, realistic identify the correct spelling and meaning of homophones eg rain, reign, rein.
Range	
Strategies: applying knowledge of root words, prefixes and suffixes segmenting words with unstressed vowel sounds; mnemonics. (Learners should be aware that asking for help when other strategies are not sufficient is an acceptable form of checking.)	

English content	Sample context
To meet the assessment criteria for Outcome 5 learners need to:	Learners might:
<ul style="list-style-type: none"> use different strategies to check spelling in their own writing. 	<ul style="list-style-type: none"> demonstrate the use of a spell checker or dictionary for common mis-spelt words, for example, homophones learners are given a piece of text (eg a letter or news article) which has a variety of mis-spelt words which they have to identify and correct.
Range	
Rules/strategies: common endings for plurals; doubling consonants with suffixes, common prefixes and suffixes, silent letters; sounding unstressed vowel sounds.	
Range: between 10-20 words related to work, home or study.	

Level:	Stage 3
GLH:	20
Aim:	The aim of this unit is to develop learner's skills to enable the planning and organisation of their own writing, taking note of the full range of organisational features, including formal and informal language, purpose and audience.

Learning outcome
The learner will: 1. Be able to plan and organise own writing.
Assessment criteria
The learner can: 1.1 make a plan for own writing, indicating key points 1.2 use format and structure to organise writing for different purposes 1.3 determine how much to write and the level of detail to include 1.4 present information and ideas in a logical or persuasive sequence 1.5 use style and vocabulary suitable for purpose and audience 1.6 use formal and informal language appropriate to purpose and audience 1.7 proof-read and revise own writing for accuracy and meaning.

Unit 408 Guidance

Writing – planning and organising writing

Writing can be by hand or by electronic means.

Learners must:

- consider subject matter, type of text, purpose and audience taking into account context and intended audience
- use textual features where appropriate
- check content and meaning, eg tone, persuasive techniques, supporting evidence, technical vocabulary.

English content	Sample context
To meet the assessment criteria for Outcome 1 learners need to:	Learners might:
<ul style="list-style-type: none">• write to communicate information, ideas and opinions clearly, using length, format and style appropriate to purpose, content and audience.	<ul style="list-style-type: none">• plan and draft a letter to an organisation using the format, structure and layout of a business letter• plan and draft a leaflet for a specific purpose, eg a political campaign, product sales, a community issue• plan and draft an article for a local newspaper on an emotive topic• draft invitations to various events, eg an 18th birthday party, a family celebration, a school event, using appropriate language and style.

Level:	Stage 3
GLH:	20
Aim:	The aim of this unit is to develop the learner's skills to communicate clearly and effectively in own writing for different purposes, making independent decisions to adapt to the audience and to the purpose.

Learning outcome
The learner will: 1. Be able to communicate clearly and effectively when writing.
Assessment criteria
The learner can: 1.1 select length of text and level of detail when writing depending on the purpose and audience 1.2 make decisions about length and detail when writing.

Learning outcome
The learner will: 2. Be able to present appropriate writing appropriate to purpose and meaning.
Assessment criteria
The learner can: 2.1 proof-read and revise writing for accuracy and meaning 2.2 produce legible final text with accuracy.

Unit 409

Guidance

Writing – writing for clear communication

By hand or by electronic means.

Learning outcome 1: Explanation of criteria

eg a formal letter of enquiry

eg a report on assessment specific topic

eg an application form.

Learning outcome 2: Explanation of criteria

- eg in handwriting, using a word processor or email
- checking content, meaning and legibility.

Useful contacts

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

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

: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

E: business@cityandguilds.com

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication. If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

About City & Guilds

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

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching learners working towards a City & Guilds qualification, or for internal administration purposes
- learners may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Published by City & Guilds, a registered charity established to promote education and training

City & Guilds

1 Giltspur Street

London EC1A 9DD

www.cityandguilds.com