

Alternative Assessment arrangements 2021

Mathematics and English Skills (3850)

Information for centres on the
determination of Teacher Assessed Grades

For the period of
Summer 2021



Version 1.0 May 2021

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Version Control

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Foreword from Mandy Smith, Executive Director, Customer Solutions

Given that the ongoing pandemic and restrictions continue to disrupt teaching, learning and preparation for assessment, we have maintained ongoing dialog and agreed with the senior team at the Ministry of Education, Youth and Information (MoEYI) in Jamaica a series of arrangements to enable the external assessments and examinations for young people to take place in the safest and most feasible way possible during summer 2021.

We thank the team at the Ministry in Jamaica for their partnership spirit and collaboration with City & Guilds in ensuring that we have received timely insights to review our operational plans and to put the most appropriate arrangements in place.

We also thank our partners and customers across the Caribbean region for their support towards our delayed and alternative assessment arrangements for this year. We understand the pandemic situation is different across the Caribbean islands and we acknowledge that the arrangements put in place affect our candidates differently.

We will ensure that the available arrangements:

- are practical, manageable and do not create unnecessary burden,
- maintain the integrity of our qualifications,
- support the issue of valid and reliable results, and
- do not advantage or disadvantage any one candidate over another.

We have also agreed with the Jamaican MoEYI team and other regional stakeholders that our shared priority is to ensure that the largest possible number of candidates sit their scheduled assessments and examinations for mathematics and English this year.

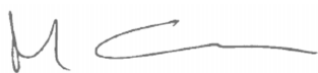
However, we do acknowledge that for some candidates, who may continue to be impacted by Covid-19 at the time these assessments and examinations take place, this may not be possible. For these candidates a further two options may be made available:

- a Teacher Assessed Grade (TAG) process to be completed from 10th August to 10th September 2021 or,
- a deferral process which will allow the candidates to take their assessments during the scheduled 2022 window.

This guidance sets out the processes and requirements which will underpin the Teacher Assessed Grade and the Deferral processes.

We hope you find this document helpful and informative.

Kind regards,



Mandy Smith

Executive Director, Customer Solutions

Introduction

For the 3850 Mathematics and English skills 2021 assessments arrangements are as follows:

1. Speaking and Listening assessments take place in centre between 27 May -11 June
2. Mathematics and Reading/Writing examinations are delayed until 09 August 2021

Where candidates aren't able to complete these assessments due to Covid-19 related issues, they will be able to access an alternative assessment approach. This alternative approach will use Teacher Assessed Grades (TAGs) for eligible candidates to be awarded their qualification.

Centres will need to make TAG judgements at assessment level, rather than at qualification level. This allows the flexibility for candidates who may have achieved part of the English qualification through the normal route to achieve the qualification through a mixture of 'normal' assessment/testing and TAGs when there are multiple components.

If eligible candidates aren't able to utilise the alternative assessment option this year, they will be able to defer their examination entry to the 2022 exam series.

Scope

This document covers the arrangements for the 3850 Mathematics and English Skills qualifications. A list of the qualifications in scope can be found in Appendix 1 of this document. Alternative arrangements are available for candidates who were entered for the 2021 examination series who were unable to attend the set assessments and examinations due to reasons relating to the Covid-19 pandemic.

Timeframe

City & Guilds is able to offer these alternative arrangements for the 2021 examination series and speaking & listening assessments. City & Guilds Jamaica will publish a key dates Bulletin to inform centres in Jamaica and in the wider Caribbean region of key milestone dates.

Difference between CAG and TAG

In 2020, we asked centres delivering this qualification to **estimate** the grade candidates would have achieved if they had taken the assessment. This estimation needed to be supported by evidence produced up to March 2020 when schools closed. This year, we are asking teachers to make judgements on the ability of candidates based upon performance at the end of the course of study and sufficient evidence that has been produced by the candidate up until the end of the academic year.

High level process

Centres must make every effort to ensure that candidates can access the Speaking and Listening assessments in May and June and the examinations in August.

Where this cannot take place, candidates may be eligible for a TAG. Eligibility criteria is found later in this document.

The TAG process is:

1. candidate is unable to take the assessment due to a Covid-19 related issue,
2. the centre confirms the candidates meet the eligibility requirements and has sufficient evidence to support a TAG, if they don't, they consider if the candidate's entry can be deferred,
3. teachers make a judgement for each assessment based upon trusted evidence,
4. centres internally quality assure (IQA) judgements,
5. the centre submits TAG results and centre declaration to City & Guilds,
6. City & Guilds quality assures TAGs by sampling to ensure the process has been followed,
7. City & Guilds issues results for each assessment and award the qualification to successful candidates.

Eligibility

To utilise the alternative arrangements (TAGs), candidates must be eligible.

To be eligible candidates must:

1. be registered on the 3850 Skills qualification,
2. be entered for the 2021 examination series for the relevant assessment. (Please note, to submit a TAG for Speaking and Listening, the candidate must have been entered for the 2021 Reading/Writing examination),
3. have a rationale for why they were unable to attend the examination/assessment. This rationale needs to be associated to Covid-19 and be supported by evidence,
4. have sufficient evidence to support a TAG judgement.

If candidates do not meet all four bullet points outlined above, they will not be eligible.

If candidates meet the first three bullet points, but do not have sufficient evidence to support a TAG judgement, their entry can be deferred to the next assessment opportunity.

City & Guilds will be monitoring the volumes of candidates submitted for a TAG and will request additional information from centres when a high proportion of the cohort have been submitted.

Deferral Eligibility Criteria

Candidates who aren't able to utilise the alternative arrangement, due to a lack of sufficient evidence to support a TAG, can have their entry for the 2021 examination series deferred to the 2022 examination series free of charge.

To be eligible candidates must:

1. be registered on the 3850 Skills qualification,
2. be entered for the 2021 examination series for the relevant assessment.
(Please note, to submit a TAG for Speaking and Listening, the candidate must have been entered for the 2021 Reading/Writing examination),
3. have a rationale for why they were unable to attend the examination/assessment. This rationale needs to be associated to Covid-19 and be supported by evidence,

4. not have sufficient evidence to support a TAG judgement.

TAGs cannot be used to compensate for lost teaching and learning, teaching and learning should align to the usual practice.

Centres will need to keep evidence to demonstrate a candidate's eligibility for either TAG or a deferral. City & Guilds may request to see this evidence for audit purposes.

Sufficient Evidence

All TAGs must be based on sufficiently robust evidence. Each candidate who uses a TAG must have evidence that demonstrates their capability against the qualification specifications to the same extent as the assessment specifications for the normal 'live' assessments. These specifications can be found in Appendix 3. This is to ensure comparability to those candidates who took the examinations/assessments before.

Sources of evidence

Centres must collect evidence of candidate performance to support the determination of TAGs, drawing on existing records and available evidence from any point in the course. Centres should take into consideration the various types of evidence that could contribute towards the determination of the TAG such as:

- completed sample papers,
- any formative or practice exam/assessment results,
- coursework/homework,
- relevant evidence used towards other qualifications,
- any other records of candidate performance over the course of study.

City & Guilds have released two sample papers for both mathematics and reading/writing for each Stage this year. Please contact our City & Guilds Jamaica office for access to these papers if not already received.

We strongly recommend that centres use these as their primary source of evidence to support TAG judgements.

We have ordered the evidence above as a guide to highlight the type of evidence we feel is the most valid to support a teacher judgement.

Teachers can use evidence of a candidate's performance from any point in the course of study, provided they are confident that it reflects the candidate's own work.

Ideally the evidence used will be consistent across the cohort, however in some cases that might not be possible where candidates have missed some teaching or assessments. In these instances, centres must be able to clearly identify the alternative evidence used for these candidates and justify how it meets the specification of the missing assessment.

Centres should make sure that candidates are aware of the evidence that will form the basis of their final grade. It may be appropriate to provide feedback on evidence to candidates, however proposed final grades should not be discussed.

Centres should consider the quality of evidence when using it to determine TAGs. Quality should be established by considering factors such as

1. the conditions the evidence was produced under (e.g. invigilated, supervised or unsupervised),
2. the content covered,
3. how closely it aligns with the design/format of the assessments and/or examinations,
4. whether it has been internally quality assured,
5. whether it has been authenticated.

Please note that the above list is not in a hierarchical order.

For any evidence used to support a TAG, teachers must be satisfied that the work is:

- authentic to the candidate and is consistent with the level of work they have produced throughout the course of study,
- current and reflects the standard the candidate was the time that the TAG is determined, therefore it is recommended that evidence has been gathered from when they began their course of study.

Centres must ensure that all evidence is clearly referenced and that the following details are clear:

1. which candidate it is for,
2. the date the work was completed,
3. any marks and/or assessor judgements,
4. what the evidence demonstrates.

Assigning TAGs

Centres will need to make an objective judgement of each candidate's performance on a range of evidence relating to the qualifications content that they have been taught (either in the classroom or via remote learning).

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

We have added our grade descriptors into Appendix 2 to support this.

Grade descriptors are a description of pass, merit and distinction candidates at each stage of the qualification. They provide guidance that should be used by centres alongside other documentation, such as the qualification handbook and the assessment criteria for each stage, to ensure that candidates are assigned the grade that reflects their performance.

Grade descriptors should be used by teachers as a guide to understand the skills a pass, merit or distinction candidate may present and the level they may be expected to achieve in those skills.

The grade descriptors are not a list of assessment criteria and they are not to be used prescriptively, or as a check list to award a pass, merit or distinction. The descriptors give the characteristics of a pass merit or distinction candidate and should be used as a reference point to guide and fine tune the teacher assessment grade (TAG).

Submitting TAG results

Once centres have completed their TAG judgements and all IQA has been completed they will need to submit a result against each candidate to City & Guilds. Further guidance relating to the submission processes and systems will be issued in due course.

Once City & Guilds have received results, they will request sample evidence for a selection of candidates. A member of centre staff must be available to supply City & Guilds with this evidence.

Centre Declarations

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

This declaration will confirm that:

1. all grades are accurate and represent the professional judgements made by centre staff,
2. all grades have been checked for accuracy and reviewed by a second member of staff,
3. a centre has met the requirements set out by City & Guilds for internal quality assurance,
4. each grade is based on sufficient, appropriate evidence and is the candidate's own work,
5. access arrangements were provided with appropriate input from specialist teachers (and where not, that has been taken into account),
6. judgements have not been influenced by pressure from candidates, parents or carers,
7. all relevant evidence and records are available for inspection, as necessary, and will be retained for 12 months following submission.

Centres will also need to provide a summary of the approaches they took in relation to:

1. what evidence was used to support the TAG judgments
2. how the centre internal quality assured the TAGs

Internal Quality Assurance (IQA)

Centres must ensure that TAGs are subject to internal quality assurance and that all staff involved have a common understanding of the TAG process, qualification subject content and the standard set out in the grade descriptors. This is to support the centre's teaching staff in making consistent and valid assessment decisions. This will involve effective standardisation activities throughout the process (e.g. at the point of evidence collection, when reviewing evidence and making assessments of evidence).

The TAG must be reviewed by both:

1. subject teachers, and

2. head of department or head of centre.

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

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

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

Each TAG must therefore be signed off by the Head of Centre, or a nominated representative, as part of the submission process.

The IQA processes and records will be reviewed as part of our external quality assurance monitoring.

External Quality Assurance (EQA)

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

1. eligibility of candidates,
2. samples of evidence used to support TAGs,
3. the centres approach and processes including internal quality assurance.

Our EQA process is described below:

1. Once we have received TAG results, we will select a sample of centres and candidates we wish to sample. We will select the sample using a risk-based sampling strategy.
2. Once we receive a centre's TAG result submissions, we will identify the candidates we wish to sample and notify centres of the next steps of how to submit the evidence to us.
3. The sample of candidates will cover the range of assessments (i.e. speaking & listening, reading/writing and mathematics), grades (i.e. pass, merit and distinction) and stages (i.e. 1, 2 and 3).

'Evidence' will include the following:

- a. the candidate evidence used to make the judgement i.e. a sample test, including detail around the conditions of this evidence,
- b. any assessment decisions relating to that evidence i.e. the marking,
- c. any IQA records relating to this evidence.

We will review the evidence submitted and validate that:

- a. there is evidence to support the candidate has met the standard, and that has been authenticated,
- b. the evidence is sufficient and appropriate to support the result,
- c. the centre followed their process properly and consistently for gathering evidence and conducting Internal Quality Assurance (IQA).

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

1. clarification on the evidence submitted,
2. additional evidence for the sampled candidates with a supporting rationale for the grade submitted,
3. for centres to review if these concerns apply to other candidates,
4. evidence for additional candidates.

We will hold results for all candidates submitted during that submission window until concerns are satisfactory addressed.

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

Access arrangements and reasonable adjustments

For any candidates where access arrangements have been agreed or where candidates are eligible for access arrangements for assessments (for example a reader or extra time), centres must ensure that these are in place for any alternative arrangements.

Any judgements should take account of likely achievement with the access arrangement in place, with input from specialist teachers, where appropriate. If access arrangements were not in place, for example where work is completed remotely, centres should take this into account when determining the TAG.

Centres must consider where illness or other personal circumstances might have affected the candidate's performance in formative assessments that have already been undertaken.

Appendix 1 – Qualifications in Scope

POS Code	Qualification Title	Assessment Number	Assessment Title
3850-01	Certificate in Mathematics	3850-101	Stage 1 Certificate in Mathematics
3850-02	Certificate in Mathematics	3859-102	Stage 2 Certificate in Mathematics
3850-03	Certificate in Mathematics	3850-103	Stage 3 Certificate in Mathematics
3850-11	Certificate in English	3850-201	Stage 1 Certificate in English (Stage 1 Reading and Writing)
3850-11	Certificate in English	3850-202	Stage 1 Certificate in English (Stage 1 Speaking and Listening)
3850-12	Certificate in English	3850-203	Stage 2 Certificate in English (Stage 2 Reading and Writing)
3850-12	Certificate in English	3850-204	Stage 2 Certificate in English (Stage 2 Speaking and Listening)
3850-13	Certificate in English	3850-205	Stage 3 Certificate in English (Stage 3 Reading and Writing)
3850-13	Certificate in English	3850-206	Stage 3 Certificate in English (Stage 3 Speaking and Listening)

Appendix 2 - Grading Descriptors

READING AND WRITING Stage 1

Pass Candidate Descriptor

A pass candidate will have reasonable reading comprehension skills but will find questions referring to purpose and relating images to print, challenging. This candidate will be able to answer alphabetical ordering, complete a form with personal details, identify and gather information from the source documents and be able to use a dictionary. They should be able to achieve at least one out of two marks for recognising words spelled incorrectly and should be able to find at least one missing capital letter and insert one punctuation marker in punctuation and grammar questions. This candidate should be able to understand the application of connective words, adjectives and adverbs.

Writing skills will be borderline and at times the candidate will not attempt or complete a piece of writing. A pass candidate is unlikely to produce a plan, meet the minimum length requirement of 75 words, use paragraphs, or cover all three bullet points in the rubric. Writing will normally be legible, if a little difficult to read because of the formation of certain words, and will be in a logical sequence. The candidate's knowledge of spelling, punctuation and grammar may be variable.

A pass candidate might not fit exactly into this profile. There are occasions when a pass candidate achieves the marks through writing skills and not from reading comprehension, but these are the minority not the majority.

Merit Candidate Descriptor

A merit candidate will have good reading comprehension skills and should be able to correctly answer the majority of the questions in this section, as long as they understand what is required from them and do not misinterpret any questions. They generally will be able to achieve the same marks for questions as the pass candidate and in addition have the ability to identify purpose and gain full marks for recognising words spelled incorrectly, and accurately answering the punctuation and grammar questions.

This candidate's writing skills will generally be good and may include a plan. A merit candidate will usually write more than the minimum of 75 words legibly and in a logical sequence. The candidate will normally use paragraphs and cover all of the bullet points in the rubric. They will demonstrate knowledge and understanding of spelling, punctuation and grammar, although they are unlikely to achieve full marks in all of these elements.

A merit candidate might not fit exactly into this profile. There are occasions when a merit candidate achieves the marks through writing skills and not from reading comprehension, but these are the minority not the majority.

Distinction Candidate Descriptor

A distinction candidate will have excellent reading comprehension skills and should achieve near maximum marks for this section of the assessment, as long as they understand what is required from them and do not misinterpret any questions.

This candidate's writing skills will be good and will generally include a plan. They will usually meet the minimum required length of 75 words and demonstrate a good understanding of spelling, punctuation and grammar.



It is possible that a candidate who has not achieved nearly maximum marks for the reading comprehension can still achieve a distinction through their very good writing skills.

READING AND WRITING Stage 2

Pass Candidate Descriptor

A pass candidate will have reasonably good reading comprehension skills and adequate writing skills. This candidate will find understanding the purpose of the document and identifying more than one or two main points in the reading section challenging. They do not always read questions carefully to understand what is required of them. Recognising vocabulary and using appropriate strategies to work out meaning can be difficult for this candidate. They also find questions relating to language used difficult.

Recognising or knowing what organisational features are is a skill most pass candidates lack. At this level candidates also tend to look for words in a text that are in the stem rather than read what the question is asking of them in order to formulate their answer. Generally, these candidates cannot differentiate between implicit and explicit. Where there are many answers on the mark scheme, a pass candidate can usually find at least one or two out of three answers. Where there are a limited number of answers, they do not tend to fare as well in locating at least one correct answer.

Most pass candidates will attempt the piece of writing, but not many reach the minimum word length of 200 words. These candidates are unlikely to write a plan or cover more than one or two of the bullet points in content. The number of language errors is usually around six at least, but generally the writing and sentence structure will be in a logical sequence. Marks for format and structure will vary, as candidates appear to score better on letters than articles. A pass candidate is unlikely to write in paragraphs, in part due to the length of their writing.

Spelling, punctuation and grammar will normally attract at least one mark per criteria, with punctuation and grammar, in particular, proving difficult. It is unlikely that a pass candidate will sign to acknowledge proofreading, as these candidates generally do not write beyond the first page.

A pass candidate might not fit exactly into this profile. There are occasions when a pass candidate achieves the marks through writing skills and not from reading comprehension, but these are the minority not the majority.

Merit Candidate Descriptor

A merit candidate will have good reading comprehension and writing skills and will achieve nearly maximum marks in the reading section, as long as they understand what is required from them and do not misinterpret any questions.

This candidate will usually be able to identify the main purpose of the document, relate the image to print and identify at least two main points in the source document. A merit candidate generally reads the document carefully and looks for the number of answers required rather than just selecting one option as the answer. A merit candidate might find two out of three organisational features and probably gain full marks for the punctuation and grammar questions. The use and description of language and differentiating between implicit and explicit might still prove challenging to this candidate.

All merit candidates will attempt the writing, and some will include a plan that may be awarded one mark. A merit candidate will write at least 200 words and cover all the bullet points in the rubric. The writing will be



legible, usually organised in paragraphs, logically sequenced throughout and possibly with the appropriate format and structure. This candidate will be able to write in simple and compound sentences to achieve at least two marks for sentence structure and have a good command of appropriate language. It is anticipated that a merit candidate will probably achieve at least two out of the three marks for spelling, punctuation and grammar. As this candidate is likely to write 200 words, they will probably use the second sheet for writing and sign to say they have proofread their work.

A merit candidate might not fit exactly into this profile. There are occasions when a merit candidate achieves the marks through writing skills and not from reading comprehension, but these are the minority not the majority.

Distinction Candidate Descriptor

A distinction candidate will have very good reading comprehension skills and will achieve a high level of marks in this section, as long as they understand what is required from them and do not misinterpret any questions. This candidate understands purpose and main points. They read the questions carefully and consider their responses.

This candidate's writing skills will be of a very high standard, usually meeting the minimum word length of 200 words, achieving at least one mark for planning and covering all three bullet points from the rubric in content. This candidate will use paragraphs and most likely achieve the full two marks for format and structure. Their writing is generally in a logical sequence and they achieve throughout for sentence structure. It is anticipated that the candidate will achieve full marks for spelling and at least two marks out of three for punctuation and grammar.

As these candidates will generally write at least 200 words, they are more likely to use the second sheet for writing and sign to say they have proofread their work.

It is possible that a candidate who has not achieved nearly maximum marks for the reading comprehension, can still achieve a distinction through their excellent writing skills.

READING AND WRITING Stage 3

Pass Candidate Descriptor

A pass candidate will have reasonably good reading comprehension and writing skills and not be biased towards one or the other. This candidate will understand the purpose of a document, be able to identify points of view and identify at least one main point in the document. They will also be able to identify at least one organisational feature and one specific detail. A pass candidate should also be able to identify at least one out of three main events in a certain type of text, with accuracy in the way they word their answer.

This candidate should be able to provide at least one synonym and give two dictionary definitions. They should also be able to relate an image to print to inform understanding. They should be able to gain at least two marks when addressing the grammar and punctuation questions in the reading section.

Writing skills will vary and few pass candidates will reach the minimum word length of 300 words. Most candidates at this stage will attempt the piece of writing but will probably not write a plan and will only cover two of the bullet points for content. The candidate's writing is usually legible, possibly in paragraphs and will be presented in a logical order most of the time. However, they are unlikely to achieve a mark for a complex sentence.



A pass candidate will possibly achieve one or two marks for language, but is likely to have poor spelling, punctuation and grammar skills. It is unlikely that this candidate will sign to acknowledge proofreading, as they generally do not write beyond the first page.

A pass candidate might not fit exactly into this profile. There are occasions when a pass candidate achieves the marks through writing skills and not from reading comprehension, but these are the minority not the majority.

Merit Candidate Descriptor

A merit candidate will have both good reading comprehension and writing skills and will usually achieve high marks in the reading section, as long as they understand what is required from them and do not misinterpret any questions.

This candidate understands the main purpose of the document and is likely to achieve at least two marks for organisational features. They usually select the correct information from the text on multiple choice questions and find at least two main points. A merit candidate can generally identify synonyms, provide all three dictionary definitions correctly and be able to gain full marks on most questions that have been allocated three marks. This candidate will usually gain the maximum marks in one of the punctuation and grammar questions. Most merit candidates will be able to relate an image to print and carefully consider their answers to every question in the reading section, even if not all answers are correct.

All merit candidates will attempt the writing, and some will include a plan that is awarded at least one mark. A merit candidate will write between 250 to 300 words, in legible script, sequenced in logical order and usually in paragraphs. Sentence structure will usually achieve at least two out of the three marks and some merit candidates will successfully complete a complex sentence to achieve all three marks. This candidate will write clearly and coherently and use appropriate language throughout their writing. Most merit candidates will achieve at least three or four marks from each of the spelling, punctuation and grammar sections.

As these candidates write around 250 - 300 words, they are more likely to use the second sheet for writing and sign to say they have proofread their work.

A merit candidate might not fit exactly into this profile. There are occasions when a merit candidate achieves the marks through writing skills

Distinction Candidate Descriptor

A distinction candidate will have excellent reading comprehension skills and will achieve nearly maximum marks in the reading section, as long as they understand what is required from them and do not misinterpret any questions. This candidate understands the purpose of a document and can identify the main points. They can locate detail and have a good grasp of using a dictionary and finding synonyms. This candidate has a good command of spelling, punctuation and grammar, which enables them to correctly complete punctuation and grammar questions.

This candidate's writing skills will be of an excellent standard and they will have a good command of Standard English. A distinction candidate is likely to produce an appropriate plan and generally write the 300 words required legibly, with few errors in respect of language and spelling, punctuation and grammar. Their writing will be clear and coherent throughout and will also be in a logical sequence. It will be in paragraphs, with good sentence structure and generally include at least one complex sentence.



Owing to their grasp of Standard English, a distinction candidate is likely to achieve full marks for spelling and possibly three out of the four marks for both punctuation and grammar. They will possibly have a command of words above the level.

As these candidates write around 300 words, they are more likely to use the second sheet for writing, ask for more paper and sign to say they have proofread their work.

It is possible that a candidate who has not achieved nearly maximum marks for the reading comprehension can still achieve a distinction through their excellent writing skills.



MATHEMATICS Stage 1

Pass Candidate Descriptor

A pass candidate will have a basic understanding of simple mathematics but will find questions relating to fractions challenging. They will be able to count objects reliably and write numbers in words and figures. They will answer questions on sorting, ordering and sequencing numbers and supply the missing number to replace a symbol.

This candidate will be able to read and use time but may have problems with temperature. They should achieve at least one mark for weights and measures. They will be confident working with pictograms and bar charts but may have problems working with area and perimeter and possibly only achieve 1 mark in this section. This candidate should be able to add whole numbers reliably and should achieve at least 1 mark in each area for subtraction, multiplication and division.

A pass candidate may find operations on decimal fractions and common fractions difficult and is unlikely to gain many marks for these. Some may recognise operations required to solve a problem and use checking strategies and mathematical terms, but not all will do this reliably.

A pass candidate might not fit exactly into this profile and might find some skills more difficult than others.

Merit Candidate Descriptor

A merit candidate will have a good understanding of most mathematical skills and concepts at this level and should gain marks in each section.

They may find some sections more challenging than others, but should be able to add, subtract, divide and multiply with little problem and score at least half the marks in most of the other sections on the paper.

This candidate is characterised by the fact that they may struggle in one area and make some careless errors in other sections, but generally they have a sound approach to mathematics at this level.

A merit candidate might not fit exactly into this profile and might struggle in more than one area but be accurate in most sections.

Distinction Candidate Descriptor

A distinction candidate will have an excellent understanding of mathematical skills and concepts at this level and should achieve near maximum marks. This candidate is characterised by the fact that they will only make a few, infrequent errors across the paper.



MATHEMATICS Stage 2

Pass Candidate Descriptor

A pass candidate will be able to write numbers in words and figures and have a good understanding of basic mathematics including addition, subtraction, multiplication and division. However, they may not reliably answer all the questions correctly, particularly when this includes more than one operation.

They may have problems with questions related to measurement and standard units, but they should achieve at least one mark for this section. They may find operations on common fractions and decimal fractions challenging, but they will have some success working with percentages.

This candidate may find ratio and proportion and average and range difficult and are unlikely to gain many marks in these areas. Some may gain marks for elementary algebra, but not all pass candidates will. They will often confuse area and perimeter but may recognise simple transformations or be able to measure an angle.

They will be confident working with pictograms, bar charts, pie charts and simple graphs most of the time, but may have problems with frequency tables and scales on maps.

A pass candidate might not fit exactly into this profile and might find some skills more difficult than others.

Merit Candidate Descriptor

A merit candidate will have a good understanding of most mathematical skills and concepts at this level and should gain marks in each section.

They may find some sections more challenging than others, but should be able to add, subtract and multiply using both whole numbers and decimal fractions with no problem. However, they may not be confident with division of decimal numbers. They should be able to demonstrate some understanding of fractions and usually will be confident working with pictograms, bar charts, pie charts and simple graphs and maps. They should score at least half the marks in most of the other sections on the paper.

This candidate is characterised by the fact that they may struggle in one area and make some careless errors in other sections, but generally they have a sound approach to mathematics at this level.

A merit candidate might not fit exactly into this profile and might struggle in more than one area but be accurate in most sections.

Distinction Candidate Descriptor

A distinction candidate will have an excellent understanding of most of the mathematical skills and concepts at this level and should achieve near maximum marks in most areas of the paper. Where marks are lost these will be most likely due to minor calculation errors rather than understanding.



MATHEMATICS Stage 3

Pass Candidate Descriptor

A pass candidate will be able to work with sets of numbers including squares, square roots, prime numbers and multiples and factors, but they may not be competent with directed numbers or using other number systems. They will have a good understanding of operations on decimal fractions including addition, subtraction and multiplication, but may not be confident with division. This candidate should show some success when working with operations on common fractions.

They will often be confident with order of operations for calculations and flow charts and should be able to solve simple percentage calculations. However, they are likely to have problems with depreciation and interest calculations and some will have problems with conversions between decimal fractions, common fractions and percentages.

A pass candidate will often find both ratio and proportion and the use of metric and imperial measures in problems difficult, and they are unlikely to gain many marks in these areas. Some may be able to calculate the time in different countries, but not all pass candidates will. They will often have difficulty interpreting tables of figures, dials and scales or information presented in a graphical form. They will often confuse mode and median but may recognise range. Some candidates will lose marks for probability.

This candidate will be confident working with elementary algebra some of the time and may understand how to construct formulae and equations. They will use information represented in a graphical form. Shape and space will often be challenging for the pass candidate and they may achieve only a few marks in this section.

A pass candidate might not fit exactly into this profile and might find some skills more difficult than others.

Merit Candidate Descriptor

A merit candidate will have a good understanding of most mathematical skills and concepts at this level and should gain marks in each section.

They may find some sections more challenging than others but should be able to work with sets of numbers including squares, square roots, prime numbers, multiples, factors and directed numbers. They will have a good understanding of decimal fractions, common fractions and percentages.

Generally, this candidate will be confident working with elementary algebra and understand how to construct formulae and equations. They are also likely to be confident using information represented in a graphical form. They should be able to score at least half the marks in most of the other sections on the paper.

This candidate is characterised by the fact that they may struggle with concepts of shape and space and elementary statistics and make some careless errors in other sections, but generally they have a sound approach to mathematics at this level.

A merit candidate might not fit exactly into this profile and might struggle in more than one area but be accurate in most sections.

Distinction Candidate Descriptor



A distinction candidate will have an excellent understanding of most of the mathematical skills and concepts at this level but may struggle to sustain this understanding across the paper. The most common areas where errors occur are when candidates are faced with concepts such as shape and space, and elementary statistics.



Appendix 3 – Assessment Specification

Reading & Writing Stage 1 Units	Outcome	Assessment Criteria
201 Reading – using different reading strategies for words and phrases	Outcome 1 – be able to use reading strategies to understand written words and phrases	1.1 recognise relevant specialist words 1.2 recognise words and phrase commonly used on forms 1.3 read and understand different types of words to include <ol style="list-style-type: none"> 1. connective words 2. adjectives 3. adverbials in directions 1.4 use a variety of reading strategies to help decode unfamiliar words
	Outcome 2 – be able to use a reference tool	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
Unt 202 Reading – using reading strategies	Outcome 1 – be able to find information for specific purposes	1.1 use organisational features to locate information 1.2 identify the main points and ideas in a text
	Outcome 2 – be able to use strategies for understanding written texts	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 203 Reading – reading for meaning	Outcome 1 – be able to read a piece of text and gain meaning from it	1.1 recount the main events of: short descriptive texts explanatory texts 1.2 follow written instructions to carry out an activity 1.3 recognise the different purposes of texts
	Outcome 2 – be able to use images to help understanding	2.1 relate an image to print and use it to obtain meaning
Unit 207 Writing – using grammar, punctuation and spelling in writing	Outcome 1 – be able to use grammar and punctuation to aid	1.1 construct complete written sentences, using adjectives and conjunctions 1.2 write grammatically correct sentences using more than one tense



Reading & Writing Stage 1 Units	Outcome	Assessment Criteria
	understanding when writing	1.3 use correct punctuation in a complete sentence
	Outcome 2 – be able to refer to sources of correct spellings of common and relevant key words	2.1 use dictionaries or spellcheckers on computers to find unknown spellings
	Outcome 3 - be able to develop vocabulary relevant to own work and special interests	3.1 identify key words relevant to work and life 3.2 spell common words and relevant key words for work and special interest
	Outcome 4 – be able to use methods to improve own spelling	4.1 proofread 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 208 Writing – using planning and organising in writing	Outcome 1 – be able to plan and organise own writing	1.1 plan writing, indicating key points 1.2 organise writing in short paragraphs 1.3 produce a sequenced chronological text
Unit 209 Writing – writing to communicate	Outcome 1 – be able to communicate information and opinions	1.1 communicate information and opinions in sequential order
	Outcome 2 – be able to produce accurate writing	2.1 produce text that is legible and fit for purpose 2.2 proofread and revise writing for accuracy and meaning



Reading and Writing Stage 2 Units	Outcome	Assessment Criteria
Unit 301 Reading – using reading to extend vocabulary	Outcome 1 – understand vocabulary relating to a variety of topics	1.1 recognise vocabulary on a variety of topics 1.2 recognise vocabulary associated with different types of text
	Outcome 2 – be able to develop vocabulary using strategies and reference materials	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, derivations and borrowing to recognise vocabulary
Unit 302 Reading – using reading strategies	Outcome 1 – be able to locate information for specific purposes	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
	Outcome 2 – understand how language and other textual features contribute to meaning in different types of texts	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: - 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 303 Reading – reading for meaning	Outcome 1 – understand written texts	1.1 identify main events of a descriptive or explanatory text 1.2 identify main points of a persuasive text 1.3 read and follow written instructions to complete an activity
	Outcome 2 – be able to use images to help understanding	2.1 determine meaning from images which is not directly stated in text
Unit 307 Writing – using grammar,	Outcome 1 – be able to use grammar and	1.1 construct complete written sentences to suit the text type, audience and purpose



Reading and Writing Stage 2 Units	Outcome	Assessment Criteria
punctuation and spelling in writing	punctuation to aid understanding when writing	1.2 use correct subject-verb agreement 1.3 use correct tense for purpose
	Outcome 2 – know how to use punctuation to aid understanding	2.1 punctuate sentences using punctuation markers 2.2 use punctuation so that meaning is clear
	Outcome 3 - be able to spell words most often used in daily life	3.1 spell correctly words used most often
	Outcome 4 – be able to use a range of methods to spell words	4.1 use a range of spelling rules 4.2 use some independent spelling strategies
Unit 308 Writing – planning and organising writing	Outcome 1 – be able to plan and organise own writing	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 309 Writing – using structure and content in writing	Outcome 1 – be able to communicate information and opinions when writing	1.1 use language at different levels of complexity in own writing 1.2 use formal and specialist language for different audiences
	Outcome 2 – be able to present accurate writing	2.1 produce legible final text with reasonable accuracy appropriate to purpose 2.2 proofread and revise writing for accuracy and meaning



Reading and Writing Stage 3 Units	Outcome	Assessment criteria
Unit 401 Reading – using reading to develop vocabulary	Outcome 1 – understand vocabulary used for different purposes in different types of text	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
	Outcome 2 – be able to use reference materials to develop vocabulary	2.1 use reference material to identify the meaning of unfamiliar words 2.2 use reference material to find alternative words
Unit 402 Reading – using reading strategies	Outcome 1 – be able to locate information for specific purposes	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 for written text 1.4 identify specific detail from written text
	Outcome 2 – be able to use strategies for understanding written text	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 403 Reading – reading for meaning	Outcome 1 – understand written texts	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
	Outcome 2 – be able to summarise information	2.1 select main points and supporting detail in information to be summarised
Unit 407 Writing – using grammar, punctuation and spelling in writing	Outcome 1 – be able to use grammar correctly	1.1 construct complex sentences 1.2 use correct grammar 1.3 use pronouns so that their meaning is clear
	Outcome 2 – know how to use punctuation to aid understanding	2.1 punctuate sentences using complex punctuation markers
	Outcome 3 – be able to review and revise to amend own written text	3.1 proofread and revise writing for accuracy and meaning 3.2 use a variety of sources to find correct spellings
	Outcome 4 – be able to spell words most often used in daily life	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
	Outcome 5 – be able to use different methods to spell words	5.1 use a range of spelling rules 5.2 use a range of strategies



Reading and Writing Stage 3 Units	Outcome	Assessment criteria
		5.3 spell a range of words required for a particular purpose
Unit 408 Writing – planning and organising writing	Outcome 1 – be able to plan and organise own writing	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 proofread and revise own writing for accuracy and meaning
Unit 409 Writing – writing for clear communication	Outcome 1 – be able to communicate clearly and effectively when writing	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
	Outcome 2 – be able to present appropriate writing appropriate to purpose and meaning	2.1 proofread and revise writing for accuracy and meaning 2.2 produce legible final text with accuracy



English - Speaking and Listening

Speaking and Listening Stage 1 Units	Outcome	Assessment Criteria
Unit 204 – speaking and listening to provide information	Outcome 1 – be able to provide information to others by speaking and listening	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 205 – speaking and listening to obtain information	Outcome 1 – be able to obtain information from others by speaking and listening	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 on different topics 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 206 - speaking and listening to take part in a discussion	Outcome 1 – be able to take part in discussions on straightforward topics	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



Speaking and Listening Stage 2 Units	Outcome	Assessment Criteria
Unit 304 – presenting information by speaking and listening	Outcome 1 – be able to present information to others by speaking and listening	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 305 – speaking and listening to obtain information	Outcome 1 – be able to obtain information from others by speaking and listening	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 306 - speaking and listening to take part in a discussion	Outcome 1 – be able to take part in a discussion	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 interruptions



Speaking and Listening Stage 3 Units	Outcome	Assessment Criteria
Unit 404 – presenting information by speaking and listening	Outcome 1 – be able to present information to others	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 405 – obtaining information by speaking and listening	Outcome 1 – be able to obtain information from others by speaking and listening	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 406 – speaking and listening to take part in a discussion	Outcome 1 – be able to take part in a discussion	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



Mathematics

Mathematics Stage 1 Units	Outcome	Assessment Criteria
Unit 101 Number	Outcome 1 - understand how to work with numbers of different sizes.	1.1 recognise numbers, sort and order objects 1.2 count objects using one-to-one correspondence 1.3 explore simple number patterns 1.4 use a symbol to stand for an unknown number 1.5 write numbers in words and figures in the decimal system 1.6 recognise decimal fraction and common fraction equivalences for halves and quarter 1.7 use the ideas of rounding and approximation
Unit 102 Measurement and Standard Units	Outcome 1 - understand how to work with measures.	1.1 measure length 1.2 estimate length 1.3 follow/give directions and instructions 1.4 tell the time 1.5 use units of time in everyday contexts 1.6 measure mass 1.7 estimate mass 1.8 measure capacity 1.9 estimate capacity 1.10 measure temperature 1.11 use temperature facts 1.12 relate different units of measure
Unit 103 Pictograms, tables charts and graphs	Outcome 1 - understand how to read and construct pictograms, tables, charts and graphs	1.1 read simple pictograms 1.2 construct simple pictograms 1.3 read simple tables 1.4 construct simple tables 1.5 read simple bar charts 1.6 construct simple bar charts 1.7 read simple graphs 1.8 construct simple graphs 1.9 read common banking documentation
Unit 104 Shape and space	Outcome 1 - understand how to read calculate the perimeter, area and volume of different shapes. Candidates will also tessellate simple shapes and recognise nets and symmetry.	1.1 use a ruler and a pair of compasses 1.2 measure the perimeter of shapes 1.3 calculate the perimeter of rectangular shapes 1.4 tessellate simple shapes 1.5 find the area of rectangular shapes by counting squares 1.6 calculate areas of squares and rectangles where length and breadth are small whole numbers 1.7 recognise nets of cubes and cuboids 1.8 construct cubes and cuboids from nets 1.9 find the volume of cuboids by counting cubes 1.10 use the idea of line symmetry incorporating reflection

Mathematics Stage 1 Units	Outcome	Assessment Criteria
Unit 105 Operations on whole numbers less than ten thousand	Outcome 1 - understand how to add, subtract, multiply and divide whole numbers less than 10000	1.1 add without the use of a calculator 1.2 add with the use of a calculator 1.3 subtract without the use of a calculator 1.4 subtract with the use of a calculator 1.5 multiply a number with up to three digits by a single digit number without the use of a calculator 1.6 multiply with the use of a calculator 1.7 divide a number with up to three digits by a single digit number where the answer is a whole number without the use of a calculator 1.8 divide with the use of a calculator.
Unit 106 Operations on decimal fractions involving tenths and hundredths	Outcome 1 - understand how to add, subtract, multiply and divide decimal fractions.	1.1 add without the use of a calculator 1.2 add with the use of a calculator 1.3 subtract without the use of a calculator 1.4 subtract with the use of a calculator 1.5 multiply by a whole number without the use of a calculator 1.6 multiply by a whole number with the use of a calculator 1.7 divide by a whole number without the use of a calculator 1.8 divide by a whole number with the use of a calculator
Unit 107 Operations on common fractions involving halves and quarters	Outcome 1 - understand how to add, subtract, multiply and divide using common fractions	1.1 add 1.2 subtract 1.3 multiply or divide using phrases such as 'half of', 'quarter of'.
Unit 108 Appropriate strategies and use of the calculator	Outcome 1 - understand how to use appropriate strategies and mathematical terms	1.1 recognise the operations required to solve a problem 1.2 use checking strategies 1.3 use mathematical terms in everyday conversation

Mathematics Stage 2 Units	Outcome	Assessment Criteria
Unit 201 Place value	Outcome 1 - understand how to write numbers in words and figures and distinguish between numbers of different magnitude.	1.1 write numbers in words and figures in the decimal system 1.2 distinguish between two numbers of different magnitude identify
Unit 202 Measurement and standard units	Outcome 1 - understand how to work with different imperial and metric units and convert between systems	1.1 use imperial units still in use today using conversions 1.2 use metric units, including converting from one unit to another 1.3 convert imperial units to metric units 1.4 use units of time in everyday contexts 1.5 use units of temperature in everyday contexts
Unit 203 Operations on whole numbers	Outcome 1 - understand how to work with addition, subtraction, multiplication and division of whole numbers without the use of a calculator including combination of two operations.	1.1 add and subtract numbers, without a calculator 1.2 multiply a number with up to four digits by a number with up to two digits, without a calculator 1.3 divide a number with up to four digits by a number with up to four digits where the answer is a whole number or involves an exact decimal with no more than two decimal places, without a calculator 1.4 use a combination of two operations from addition, subtraction, multiplication, division to solve problems, without a calculator.
Unit 204 Operations on decimal fractions	Outcome 1 - understand how to work with addition, subtraction, multiplication and division operations on decimal fractions without the use of a calculator including combination of two operations.	1.1 add and subtract two numbers with not more than three decimal places, without a calculator 1.2 multiply a number with up to four digits and not more than two decimal places by a whole number with up to two digits, without a calculator 1.3 divide a number with not more than four digits and two decimal places by a whole number with up to two digits, without a calculator. The answer must be an exact decimal with not more than two decimal places 1.4 use a combination of at least two operations from addition, subtraction, multiplication, division to solve problems, without a calculator.
Unit 205 Operations on common fractions	Outcome 1 - understand how to work with common fractions to find a fraction of a quantity, equivalent fractions and add and subtract simple fractions.	1.1 calculate a common fraction of a quantity 1.2 use equivalent common fractions 1.3 add and subtract 'simple' common fractions.
Unit 206 Percentages	Outcome 1 - understand how to express simple numerical information as percentages and calculate percentages of numbers.	1.1 express simple numerical information as a percentage 1.2 calculate 1%, 5%, 10%, 20%, 25%, 50% and 75% of numbers.

Mathematics Stage 2 Units	Outcome	Assessment Criteria
Unit 207 Conversions between common fractions, decimal fractions and percentages	Outcome 1 - understand how to recognise equivalencies of common fractions, decimal fractions and percentages and convert common fractions to decimal fractions.	1.1 recognise the equivalences of common fractions, decimal fractions and percentages 1.2 convert common fractions to decimal fractions.
Unit 208 Orders of magnitude	Outcome 1 - understand how to round numbers to the nearest whole number, ten, hundred or thousand and to one or two decimal places.	1.1 round numbers correct to the nearest whole number, ten, hundred and thousand 1.2 round numbers correctly to one or two decimal places.
Unit 209 Ratio and proportion	Outcome 1 - understand how to read and use scales on maps and plans and solve simple ratio and proportion problems.	1.1 read and use scales on maps and plans 1.2 use the unitary method to solve simple ratio and proportion problems.
Unit 210 Average and range	Outcome 1 - understand how to calculate the average (arithmetic mean) and range of a set of data.	1.1 calculate the average (arithmetic mean) of a set of data 1.2 calculate the range of a set of data.
Unit 211 Elementary algebra	Outcome 1 - understand how to substitute values in an equation and solve simple equations.	1.1 substitute values into an equation expressed in words or simple formula 1.2 solve simple equations with one unknown.
Unit 212 Shape and Space	Outcome 1 - understand how to work with shape and space to find angles and calculate perimeter, area and volume.	1.1 measure an angle to the nearest degree 1.2 use the properties of angles on a straight line and at a point to find the size of an angle 1.3 recognise and draw equilateral and isosceles triangles and sketch cubes, cuboids, cylinders and spheres 1.4 recognise simple transformations 1.5 calculate the perimeter of a rectilinear figure 1.6 calculate the area of a rectilinear figure 1.7 calculate the volume of a cuboid.
Unit 213 Construct, interpret and use tables of figures, graphs, charts and maps	Outcome 1- construct and interpret pictograms, frequency tables, bar charts, pie charts and graphs. Candidates will also read maps.	1.1 construct and interpret a frequency table with suitable class intervals for discrete data 1.2 extract information from simple tables of figures including timetables 1.3 construct and interpret bar charts 1.4 construct and interpret pictograms 1.5 construct and interpret simple graphs 1.6 construct and interpret pie charts 1.7 read maps.

Mathematics Stage 3 Units	Outcome	Assessment Criteria
01 Operations on integers	Outcome 1 - work with different sets of whole numbers including squares, square roots, prime numbers, multiples and factors.	1.1 recognise the different sets of numbers and apply the four operations of addition, subtraction, multiplication and division to positive integers without a calculator 1.2 calculate the squares and cubes of positive integers without a calculator and know the positive square roots of perfect squares up to 144 1.3 express large integers in standard form and express standard form as integers (Examples of standard form using negative indices will not be set) 1.4 use directed numbers in problems relating to everyday life and work 1.5 compare numbers written in the decimal system with other number systems.
02 Operations on decimal fractions	Outcome 1 - work with decimal fractions including using a combination of operations.	1.1 apply the operations of addition and subtraction to decimal numbers without a calculator 1.2 apply the operations of multiplication and division to numbers where the multiplication will increase and the division decrease, without a calculator 1.3 apply the operations of multiplication and division to numbers where the multiplication will decrease and the division increase, without a calculator 1.4 use a combination of operations from addition, subtraction, multiplication and division to solve problems without a calculator.
03 Operations on common fractions	Outcome 1 - work with common fractions including using a combination of operations.	1.1 apply the operations of addition and subtraction to common fractions not involving 'borrowing' 1.2 apply the operations of addition and subtraction to common fractions involving 'borrowing' 1.3 apply the operations of multiplication and division to common fractions where the multiplication will increase and division decrease 1.4 apply the operations of multiplication and division to common fractions where the multiplication will decrease and division increase 1.5 use a combination of operations from addition, subtraction, multiplication and division to solve problems.
04 Order of operations and use of calculator	Outcome 1 - use the correct order of operations for calculations and read and construct flow charts.	1.1 use the correct order of operations, with and without brackets, for calculations 1.2 read and construct simple flowcharts.
05 Percentages	Outcome 1 - calculate and use percentages.	1.1 calculate percentages 1.2 use percentages in a wide range of everyday contexts

Mathematics Stage 3 Units	Outcome	Assessment Criteria
		1.3 calculate simple and compound interest for two years 1.4 calculate depreciation for two years.
06 Conversions between decimal fractions, common fractions and percentages	Outcome 1 - convert and use decimal fractions, common fractions and percentages	1.1 convert between decimal fractions, common fractions and percentages and to apply as appropriate 1.2 recognise and use certain commonly used conversions including recurring decimals 1.3 use common fractions, decimal fractions or percentages as appropriate.
07 Ratio and proportion	Outcome 1 - read and use scales, ratio and direct and inverse proportion.	1.1 read and use scales on maps and plans 1.2 use direct proportion 1.3 use inverse proportion 1.4 write as a ratio the relationship between two quantities.
08 Measurement and standard units	Outcome 1 - use metric and imperial measures of mass, length, area, volume and capacity and measure temperature and time in everyday contexts.	1.1 use both the metric and Imperial measures of mass, length, area, volume/capacity, use temperature °F 1.2 use time in everyday contexts.
09 Reading and interpreting tables of figures, dials and scales	Outcome 1 - extract information from tables of figures and reading dials and scales.	1.1 extract information from tables of figures 1.2 read dials and scales on measuring devices and meters.
010 Elementary statistics	Outcome 1 - extract and interpret information presented in graphical form and apply and use averages and probability.	1.1 extract and interpret in a critical manner information presented in graphical form 1.2 apply average as a 'typical' value and use the appropriate average i.e. mean, median or mode in solving problems 1.3 find and interpret the range in solving problems 1.4 apply simple ideas of probability to the occurrences of everyday life.
011 Elementary algebra	Outcome 1 - work with formulae and equations.	1.1 substitute positive values into given formulae including simple squares, cubes and square roots 1.2 solve simple linear equations 1.3 construct simple formulae and equations 1.4 draw graphs from experimental or given data 1.5 use information presented in graphical form including the basic idea of gradient as a rate of change.
012 Shape and space	Outcome 1 - develop skills in working with shape and space	1.1 recognise the quadrilaterals: parallelogram, rhombus, trapezium; the polygons: pentagon, hexagon and octagon 1.2 recognise and use alternate and corresponding angles 1.3 use three-figure bearings

Mathematics Stage 3 Units	Outcome	Assessment Criteria
		<p>1.4 know and use sum of angles of triangles and quadrilaterals</p> <p>1.5 know and use Pythagoras' theorem</p> <p>1.6 calculate, without being given the formulae, the perimeter and area of rectilinear figures, triangles and composite figures</p> <p>1.7 understand the ratio and calculate, without being given the formulae, the circumference and area of circular figures</p> <p>1.8 calculate the volume of 3 dimensional objects with constant cross-section</p> <p>1.9 use the basic ideas of similarity in comparing areas and volumes respectively in simple examples.</p>



Further advice and guidance

General guidance

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

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