

# All about...

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 #CGMathsEnglish

The monthly update from City & Guilds on **anything** to do with mathematics, numeracy, application of number English, literacy, communication, ESOL, ICT/digital skills...

## In this issue:

- New ESOL qualifications: now submitted to Ofqual
- Welsh Government announces literacy and numeracy curriculum review
- Core Maths: DfE publish technical guidance and invite Early Adopters
- Principles of... qualifications: now available at Entry 3
- City & Guilds challenges Government over GCSE in Apprenticeships
- Functional Skills: preparing candidates for external assessment
- Changes to GCSE in Northern Ireland confirmed

## New ESOL qualifications: now submitted to Ofqual

**Relevant to:** *ESOL Skills for Life (4692) (England, Northern Ireland and Wales)*

**Purpose:** *changes/improvements to qualification/offer; coming soon*

We're pleased to confirm that our new suite of full-mode ESOL Skills for Life qualifications have now been submitted to Ofqual for accreditation. We expect the review process to take up to 40 days (possibly longer if changes are required...), although we will advise as soon as there are any further developments.

Following Ofqual's advice, we've submitted only the full-mode qualifications (combining Reading, Writing and Speaking and Listening) at this stage. Once these have been accredited we will then submit the standalone Reading, Writing and Speaking and Listening qualifications, since these are derived from the same units/assessments.

Whilst we cannot confirm the structure, content or assessment arrangements for these qualifications until they have been accredited, we are nevertheless very aware of the need to provide as much information as we can to help centres plan for this autumn.

The qualification webpage for the new qualifications (4692) will therefore be switched on during this month, along with **draft** versions of some of the new qualifications' documents – on the strict understanding that these are subject to accreditation and therefore **may change** before being published in their final state.

## How big will the new qualifications be?

We know that's *the* burning question right now! Again, we cannot give a definite answer until the qualifications have been accredited – although it might help you to know that we are **proposing** the following:

### Single-mode (Award) qualifications **(DRAFT INFORMATION - SUBJECT TO ACCREDITATION)**

Qualification	Credit	GLH	City & Guilds number
Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)	9	76	4692-01
Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)	9	76	
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)	11	85	
Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)	9	76	
Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)	9	76	
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)	11	85	
Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)	9	55	
Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)	11	86	
Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)	12	73	
Level 1 Award in ESOL Skills for Life (Reading)	11	66	
Level 1 Award in ESOL Skills for Life (Writing)	11	82	
Level 1 Award in ESOL Skills for Life (Speaking and listening)	12	73	
Level 2 Award in ESOL Skills for Life (Reading)	11	66	
Level 2 Award in ESOL Skills for Life (Writing)	11	82	
Level 2 Award in ESOL Skills for Life (Speaking and listening)	12	73	

### Full-mode (Certificate) qualifications **(DRAFT INFORMATION - SUBJECT TO ACCREDITATION)**

Qualification	Credit	GLH	City & Guilds number
Entry Level Certificate in ESOL Skills for Life (Entry 1)	29	237	4692-02 4692-03
Entry Level Certificate in ESOL Skills for Life (Entry 2)	29	237	
Entry Level Certificate in ESOL Skills for Life (Entry 3)	32	214	
Level 1 Certificate in ESOL Skills for Life	34	221	
Level 2 Certificate in ESOL Skills for Life	34	221	

## Welsh Government announces literacy and numeracy curriculum review

**Relevant to:** *any literacy or numeracy learning (Wales only)*

**Purpose:** *public policy/strategy; general information*

The Welsh Government has launched a consultation on planned changes to

- Areas of Learning for Language, Literacy and Communication Skills, as well as for Mathematical Development within schools
- Programmes of Study for English, Welsh (first language) and mathematics for Key Stages 2 to 4.

Whilst these changes will affect schools in the first instance, one of the key objectives behind the current review of the Essential Skills Wales qualifications is ensuring greater coherence and consistency between literacy and numeracy learning in pre-16 and post-16 settings. Many of the concepts behind Essential Skills can be seen in the new Literacy and Numeracy Framework (LNF) for schools, and the Welsh Government is also currently consulting on widening the LNF to include Key Stage 4 (14-16).

As we indicated in *Issue 01*, the Essential Skills qualifications will not in future be approved for pre-16 use, nor will they count towards the Welsh Baccalaureate once the new GCSEs in Wales are in place. Nevertheless, the planned changes to the curriculum, Welsh Bac and GCSE all appear to be pointing towards practical application of literacy and numeracy.

The Areas of Learning and Programmes of Study consultation is available from

<http://wales.gov.uk/consultations/education/curriculum-for-wales-revised-literacy-and-numeracy-arrangements/?lang=en>. Please note the closing date for responses is 13 June 2014.

The Welsh Government is also running a series of consultation events on these changes – see <https://www.eventbrite.co.uk/e/cwricwlwm-cymru-diwygio-meysydd-dysgu-a-rhaglenni-astudio-y-cyfnod-sylfaen-hyd-at-cyfnod-allweddol-tickets-10973478971> for details.

## Core Maths: DfE publish technical guidance and invite Early Adopters

**Relevant to:** *Core Mathematics (3849) (England only – at least for now...)*

**Purpose:** *public policy/strategy; general information*

As we indicated in *Issue 01*, work has begun on our new Level 3 ‘Core Mathematics’ qualification (3849). The Government is currently consulting on the technical guidance for these qualifications (see <https://www.gov.uk/government/consultations/core-maths-technical-guidance>).

It is proposed the new qualifications will:

- be available for first teaching from September 2015, appearing in performance tables from summer 2017
- be intended for learners who already have A\*-C GCSE in Mathematics
- be at least 180 Guided Learning Hours
- consist of at least 80% external assessment
- be able to attract UCAS points
- focus on the application of mathematics to authentic problems.

## DfE Early Adopters project

The Government is inviting applications from schools and colleges wishing to become early adopters of Core Maths from the autumn of 2014 – see

<https://www.gov.uk/government/publications/core-maths-early-adopter-teaching-projects>.

We will be holding a series of focus groups over the next few weeks to help shape our new Core Maths qualification. Although the timescales for developing this qualification are extremely tight (early adopters will need access to them from this autumn), we want this qualification to be genuinely distinct from A or AS Levels and have a clear purpose.

## Principles of... qualifications: now available at Entry 3

**Relevant to:** *Principles of Using Mathematics/English (3844) (England only)*

**Purpose:** *changes/improvements to qualification/offer*

We're pleased to confirm that our Entry 3 qualifications in the Principles of Using Mathematical Techniques and Principles of Using Written and Spoken English are now available. Initially, these qualifications were only available at levels 1 and 2.

*Issue 01* included a breakdown of the key differences between the 'Principles of' qualifications (3844) and Mathematics/English Skills (3847). The two suites are intended to be complementary, since we recognise that different approaches to learning and assessment may be required for different learners in different settings.

The new Entry 3 qualifications within 3844 are structured in the same way as their counterparts at levels 1-2, ie with a summative onscreen test designed to cover a substantial part of the National Standards for Adult Numeracy/Literacy. Details are as follows:

Qualification	Accreditation number	Credit value	Assessment	City & Guilds number
Entry Level Certificate in the Principles of Using Mathematical Techniques (Entry 3)	601/1288/8	13	<b>Two</b> onscreen tests (one with a calculator, one without)	3844-20
Entry Level Award in the Principles of Using Written and Spoken English (Entry 3)	601/1420/4	10	<b>One</b> onscreen test	3844-10

Sample tests are available via the e-olve system, as well as on the 3844 qualification webpage.

## City & Guilds challenges Government over GCSE in Apprenticeships

**Relevant to:** *any maths or English learning, especially within Apprenticeships (England only)*

**Purpose:** *public policy/strategy; general information*

Members of the City & Guilds Council, along with other supporters of City & Guilds, recently had a letter published in The Times raising concerns about the Government's 'ambition' that GCSE should become the *only* accepted measure of maths and English within Apprenticeships in England after 2017.

The letter points out that Apprenticeships are primarily about learning hands-on skills and gaining experience in the workplace, and that it makes sense for maths and English learning within apprenticeships to also be applied and practical. Signatories include prominent figures such as:

- Sir John Armitt (former Chair of the Olympic Delivery Authority and Chair of City & Guilds)
- Sir Mike Tomlinson (former Chief Inspector of Schools and author of the 2004 Report on 14-19 Reform which preceded the development of Functional Skills)
- Toni Pearce (NUS President)
- Dr Paul Golby (Chair, Engineering UK)
- Dame Asha Khemka (Principal, West Notts College)
- Tom Wilson (Director, Unionlearn)

The letter is available to view at [www.cityandguilds.com/about-us/broadsheet-news/April-2014/council-letter](http://www.cityandguilds.com/about-us/broadsheet-news/April-2014/council-letter).

## Functional Skills: preparing candidates for external assessment

**Relevant to:** *Functional Skills (3748) (England only)*

**Purpose:** *operational note*

There are number of tools available to help prepare learners for their externally-marked Functional Skills assessments at levels 1 and 2:

### Functional Skills English

Item	Format/location	Purpose
Sample Reading assessments	PDF, on qualification webpage	<ol style="list-style-type: none"> <li>1. To practise and/or help candidates familiarise with content of the assessment.</li> <li>2. To help tutors understand how marks are allocated (note each assessment is accompanied by a mark scheme and indicative pass mark).</li> </ol>
Sample Writing assessments		
Sample onscreen Reading assessments	HTML Flash file, on qualification webpage	To practise and/or help candidates familiarise with presentation of assessments within the e-volve environment.
Sample onscreen Writing assessment		
navigation test	Via e-volve system (9898-98)	To help candidates familiarise with the presentation of the Reading and Writing assessments within the e-volve system and practise using each of the tools used.
examiner reports	PDF, on qualification webpage	To guide tutors on assessment preparation and aid understanding of how marks for external assessments are allocated.
Speaking, Listening and Communication worked examples	PDF, on qualification webpage	To guide assessors and internal quality assurers on how to complete the assessment record sheets and the performance evidence required.
Writing worked examples	PDF, on qualification webpage	To guide tutors on assessment preparation and aid understanding of how marks for external assessments are allocated.

## Functional Skills Mathematics

Item	Format/location	Purpose
Sample assessments	PDF, on qualification webpage	<ol style="list-style-type: none"> <li>To practise and/or help candidates familiarise with content of the assessment.</li> <li>To help tutors understand how marks are allocated (note each assessment is accompanied by a mark scheme and indicative pass mark).</li> </ol>
Sample onscreen assessments	HTML Flash file, on qualification webpage and via e-volve system (3748-85)	To practise and/or help candidates familiarise with presentation of assessments within the e-volve environment.
navigation test	HTML Flash file, on qualification webpage and via e-volve system (9898-98)	To help candidates familiarise with the presentation of these assessments within the e-volve system and practise using each of the tools used.
tutor guide to onscreen assessments	PDF, on qualification webpage	To help tutors familiarise with the presentation of assessments within the e-volve environment, and prepare candidates.
worked example assessments	PDF, on qualification webpage	To help tutors understand how marks are allocated
examiner reports	PDF, on qualification webpage	To guide tutors on assessment preparation and aid understanding of how marks for are allocated.

## Functional Skills ICT

Item	Format/location	Purpose
Sample assessments	PDF, on qualification webpage	<ol style="list-style-type: none"> <li>To practise and/or help candidates familiarise with content of the assessment.</li> <li>To help tutors understand how marks are allocated (note each assessment is accompanied by a mark scheme and indicative pass mark).</li> </ol>
full-length sample onscreen assessments	HTML Flash file, on qualification webpage	To practise and/or help candidates familiarise with presentation of assessments within the e-volve environment.
Animated demonstrations, illustrating key features of the main simulated software applications (eg word-processing, databases and spreadsheets) used within onscreen-delivered assessments	HTML Flash file, on qualification webpage	To help candidates familiarise with the key features and functions of the four main simulation applications (word processor, spreadsheet, database and presentation graphics) used within the onscreen-delivered assessments.
examiner reports	PDF, on qualification webpage	To guide tutors on assessment preparation and aid understanding of how marks are allocated.

On **no account** may any live assessment material be used for anything other than its intended purpose. As the **Functional Skills External Assessment Guide** explains, any completed papers must be returned to City & Guilds as soon as the assessment has taken place, with any unused papers **destroyed** immediately.

Since live assessments must be presented **unseen**, any instances where it appears candidates might have been coached to pass a particular assessment paper will be investigated as potential malpractice. Whilst we would strongly encourage centres to make use of the sample assessments, they are **not** a substitute for teaching the relevant skills and must not be used to 'teach to the test'.

We provide a range of digital maths and English teaching and learning materials, and we will be adding to these over the next few months.

## Changes to GCSE in Northern Ireland confirmed

**Relevant to:** any numeracy or literacy learning (**Northern Ireland only**)

**Purpose:** public policy/strategy; general information

The Northern Ireland Department of Education (DE) has confirmed that it will be accepting all of the recommendations from CCEA Accreditation's recent fundamental review of GCSEs and A levels. In a ministerial statement last month, DE confirmed:

- GCSE and A levels should be retained with amendments to reflect the needs of Northern Ireland education policy and the Northern Ireland economy (eg with either modular or linear assessment, depending on what is appropriate for the subject and needs of learners).
- GCSEs in English, mathematics and ICT should support progression from the Levels of Progression in Communication, Using Mathematics and Using ICT at Key Stage 3.
- Rigorous, competency-model skills qualifications at Levels 1 and 2, to recognise achievement in Literacy, Numeracy and ICT, should be developed.
- Consideration should be given to streamlining GCSE English and GCSE English Language to one GCSE in the subject area; this should support progression from Communication in Key Stage 3 and develop the literacy skills of learners (GCSE English Literature should meanwhile remain available as a separate qualification).
- Further consideration should be given to the development of a second GCSE Mathematics qualification; to include a core qualification focusing on mathematical capability that reflects the needs to be able to use mathematics at a high level in daily life, as well as a qualification relating to mathematical concepts for those intending further study in subjects which will require this level of knowledge.
- A more specialised, system-based, GCSE IT qualification should be developed.
- The current GCSE ICT qualification should remain to prepare young people for the world of work. It should focus on practical elements of ICT and develop problem-solving skills and an appreciation of real-life applications.
- GCSEs should
  - have subject content which reflects the needs of Northern Ireland
  - be aligned to the principles of the Entitlement Framework (EF)
  - support progression, in their delivery, of the Cross-Curricular Skills of Communication (Literacy), Using Mathematics (Numeracy) and Using ICT (ICT)
  - support progression, in their delivery, of the other skills of Problem-Solving, Self-Management and Working with Others.
- A levels should support the development of literacy, numeracy and ICT skills where appropriate to the subject
- a coherent strategy for 14–19 education should be developed, considering all aspects of education, including qualifications; ensuring provision is seamless and provides maximum choice and flexibility.

It is not clear at this stage whether or how the 'rigorous, competency-model skills qualifications' will relate to the current Essential Skills qualifications, although it is important to appreciate that this statement originated from DE (rather than from the Department for Employment and Learning (DEL), which is responsible for post-16 and adult skills policy and qualifications).

There is still no further information about timescales for revising the assessment model for the Essential Skills qualifications. Nevertheless, as we indicated in *Issue 01*, City & Guilds is planning to review the current bank of assessment tasks with a view to working with the other awarding organisations to revise them over the coming year.

## Tell us what you think

*All About Maths & English* is a monthly newsletter that brings together all of the key developments from City & Guilds relevant to maths, English or ICT/digital skills learning. It includes information about each of the maths and English qualifications offered by City & Guilds across England, Northern Ireland and Wales, updates on the range of teaching and learning resources we offer, plus relevant public policy or other information we think you might be interested in.

Each edition is numbered, so we can refer back to previous issues or tell you when information has been superseded. We've also tried to categorise each article by indicating which City & Guilds qualification(s) it relates to, and/or if it applies only to England, Northern Ireland or Wales.

If there's anything else you'd particularly like us to cover or explain more fully in future issues of *All About*, please feel free to drop us a line to [mathsandenglish@cityandguilds.com](mailto:mathsandenglish@cityandguilds.com) or tweet using the hashtag **#CGMathsEnglish**.

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