

Principal Examiners' Report January 2011

FS

Functional Skills English Reading Level 1

E102

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E102 - Functional Skills English, Reading Level 1

General comments

Overall, this paper has been very successful.

On the whole, it is clearly evident that centres are preparing their learners well. There are a few areas which still need further attention. The following points are intended to help centres in their preparation:

1. learners must read the questions more carefully and identify key words
2. learners need to be explicitly taught what questions are asking them to do
3. although learners are advised 'You do not need to write in full sentences', one word answers are not usually sufficient to award a mark (Please see Question 6 for further explanation)
4. learners need more practice in identifying layout features of a text

Most learners attempted all questions and there were very few blank responses.

Questions 1-3

The multiple choice questions were, on the whole, answered well. Some learners overlooked the 'purpose' of the text in Q1. Many had clearly scanned the source material rather than reading the text carefully and incorrectly assumed that answer A was the correct option, as it is easily spotted on the leaflet.

Learners should be reminded to make their chosen answer clear. Some learners ticked more than one box - and in some cases, all of them. In this situation, a mark cannot be awarded.

Question 4

This was a very successful and well-answered question. Most learners gained a mark for identifying 'raft racing' or 'canoeing'.

Question 5

Learners often did not gain two marks for this question, as many referred to the actual content of the leaflet and what it was about rather than the actual 'features' of it. Many learners responded with 'paragraphs' - which was not awarded a mark, as paragraphs are to be found in a wide range of texts and not specifically leaflets. Similarly, 'bold' on its own did not gain a mark.

The mark scheme illustrates a list of six awardable points: pictures, logo, headings or subheadings, bullet points, contact details and a specific reference to the use of appropriate language (such as informal or persuasive language and use of rhetorical questions). For example, the subheading: 'Planning a team building event?' successfully uses the rhetorical question to engage the reader with the leaflet and is clearly a leaflet feature.

Question 6

Although '**day package**' was emboldened, many learners did not address this point and chose other areas of the leaflet to refer to. The answers to this question were to be found under the subheading of '**And much more!**'

Learners are advised: You do not need to write in sentences. Centres are urged to tell their learners that one-worded answers are not usually sufficient and need to be qualified to gain a mark. For example, in this question, if a learner answered with 'Personal accident insurance' they would not have gained a mark; however, had they said: 'Personal accident insurance provided' it would be creditworthy.

Several responses were not rooted in the text, with some learners referring to 'having a fun day out', which does not answer the question.

Question 7

Learners who had used the text to find answers generally gained two marks, but many answers provided were not rooted in the text. For example, if a learner responded with 'to improve your fitness', this did not gain a mark as it is not mentioned in the leaflet. Again, this response needs to be qualified to gain a mark. If a learner answered with 'morale' it would not gain a mark, whereas 'improves/raises morale' does.

Question 8

This was generally a well-answered question; many learners gained a mark.

Question 9

Although there were several correct answers seen, like Question 5, features of a text need to be explicitly taught. The majority of learners identified answer F: 'web address,' but not answer D: 'menu.'

The reminder of making choices clear (as in Q5) is also relevant for this question.

Question 10

This was a successful question with the majority of learners gaining the full two marks.

Question 11

Some responses tended to overlook the '*on the day*' part of the question, thus referring quite often to team members being or getting 'medically cleared', which is a suggested piece of advice that team members should do *before* the event.

The question also needs to be qualified to gain a mark.

It may be useful to advise learners that only one mark will be awarded for each area on the mark scheme and that different examples are needed to gain full marks. For example, a mark was achievable by mentioning that 'refreshments are provided', but if for a second point a learner said that 'lunch is provided' a total of one mark only could be awarded, as they both come under the 'refreshment' umbrella.

A few generalised responses were seen: 'the team will ensure that you have a successful day' without saying *how*.

Question 12

Many learners successfully answered this question and no obvious difficulties have been noted.

Question 13

In this question, many learners failed to read the question thoroughly and missed the key words '*advice*' and/or '*before the event*'.

As with previous questions, responses needed to be qualified to be awarded a mark, but this question had more examples of the responses being qualified.

Several learners gained marks for advising team members to 'wear suitable clothing and shoes' and the 'bring water'.

Principal Examiner tips for the Level 1 Reading paper:

Practise identifying specific features of a text

Teach purpose and audience of a text

Remind learners to refer to and use the texts as directed

Practice looking for key words in a question

Practice 'unpicking' questions so that learners know what is being asked of them

Emphasise the importance of following the rubric

Pass mark for E102

Maximum mark	20
Pass mark	14
UMS mark	6

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