

# Examiners' Report/ Principal Examiner Feedback

January 2012

Functional Skills English

Reading Level 2

E202

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## **General comments**

Learners responded positively to this paper and engaged with the cinematic theme. A full range of marks were awarded.

As in previous series, the key areas of difficulty experienced by learners were found in the L2.2.4 area of the standards mapping:

- Identifying the purpose of the text (particularly question 1)
- Identifying how features of the text have been used to convey meaning (question 8)

It is recommended that centres focus their lesson planning and teaching on preparing learners for the specific area identified above.

## **Question 1**

This question proved challenging and differentiated well. The question asked for learners to identify the main purpose of the text. Although responses are improving with the identification of a specific purpose, learners often fail to identify *what* the text is about. The text informed readers about the possible growth in popularity of cinema attendance linked with the introduction of 3D; however, many learners simply responded with 'to inform' or 'to tell you about 3D', without being specific enough about the text. Some responses simply referred to the title: '3D or not 3D' without providing the purpose of the text. A wide variation of wording was accepted, but centres should be made aware that learners need to identify why the text was written and what it is about in order to gain the mark.

## **Questions 2 and 3**

These two multiple choice questions enabled most learners to gain marks. Learners are demonstrating that they are able to select and use different types of texts in order to obtain and utilise the relevant information.

## **Question 4**

The majority of learners gained the full two marks for this question, as they were able to locate the key points raised in the text referring to the 'disadvantages of watching films in 3D'. The most popular answers were: 'wearing silly glasses' and 'feeling unwell'. In order to gain the mark, learners had to refer to '3D' or 'Silly' in order to gain the 'glasses' mark. Incorrect answers often referred to using credit cards or receiving emails.

## **Question 5**

The multiple choice fact and opinions question gained considerable success and it is clear that skills in this area continue to improve. Most learners were able to gain full marks.

## Question 6

It was good to see increased success with this question. Most learners were able to identify at least one valid point and often referred to a point about 3D having an 'impact on ticket sales'. Other popular answers included: 'answer to the cinema's survival' and '3D is the future'.

Some incorrect answers included references to statistics without making the link to 3D, or there was some misinterpretation of the information.

## Question 7

Many learners identified the fact that Text B was about booking cinema tickets, but were not specific enough when identifying how the tickets should be booked in particular.

## Question 8

This question asks learners to identify three *features* which help to convey information in the text. The question differentiated well with a large number of learners being able to gain one or more marks. Those who did not gain marks tended to give three pieces of content information rather than looking for specific *features*. It seems as if some learners are confused with the phrase: '*help to convey information*'. Learners need to identify three language and/or layout features specific to the text. At Level 2, the requirements are more demanding and learners must be specific. For example, 'image' would not gain a mark – the learner must say what the image is of. Similarly, many responded with 'questions' – but this needed to be coupled with either 'italics' or 'answers' in order to gain the mark. Many learners thought that the questions are rhetorical, when in fact they are questions and answers.

'Paragraphs' or 'simple sentences' are not creditworthy.

Language features are also creditworthy. The use of first and second-person narrative is another area which centres could focus on and encourage learners to identify.

Again, centres are urged to ensure that learners are familiar with the wording of each question. It is clear that the words 'features' and 'convey' continue to pose some confusion for learners. Please also remember that learners are allowed to use a dictionary during the test.

## Question 9

Many learners gained two marks with this question if they selected and used the appropriate information from the text. The question asked for two ways that which show online payments are secure. Many learners referred to the 'secure page' or 'information is encrypted' points. A mark was not awarded for 'security padlock' or 'you will receive a confirmation email' as these are incorrect responses.

## Question 10

Although this was a straightforward question and many learners gained a mark, some learners did not complete the response with 'address'. By simply putting 'email' a mark was not awarded as it is not answering the question sufficiently.

### **Question 11**

In this question, learners were asked to identify three things that a friend should remember when collecting their tickets from the cinema. Most learners gained full marks for this question, but others did not read the question carefully enough. The information was located in the final paragraph and in the 'important information' box. Learners who had selected the information from these areas of the text tended to gain full marks; those who tried to interpret the information often got it incorrect and, as a result, did not gain the full marks available.

### **Questions 12 and 13**

The majority of learners gained a mark for each of these questions, which focussed on the analysis of the texts in relation to audience needs.

Some learners responded with both 'Monty' and 'Ironwoman' for Question 13. Only one answer can be accepted and if two are presented in the answer, a mark cannot be awarded. Some learners thought that 'Monty' was a possible option as there is an 8.45pm viewing; however, this is at the weekend and not during the week which the question asks for.

### **Question 14**

From the three film advertisements featured in Text C, learners were asked which one they would choose to see and to give three reasons for that choice. In order to gain marks, the answers must be unique to the learner's choice based on the information provided in the text. This question required close reading of each advertisement to identify these reasons.

Many learners gained the full three marks for this question, but some responses were too vague, such as: 'It sounds good' did not gain a mark as specific points from the text were required. One plot point was given, as long as a reference to the text was made.

## Pass mark for E202 in January 2012

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Maximum mark	<b>25</b>
Pass mark	<b>17</b>
UMS mark	<b>6</b>

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