

# Examiner's Report/ Principal Examiner Feedback

March 2012

Functional Skills English

Reading Level 2

E202

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## General Comments

Overall this paper appears to have been accessible to most learners and there were few blank responses encountered. However, a key reason for learners failing to gain full marks across many questions was the insufficiently developed nature of their responses. Although it is not necessary to write in complete sentences, learners must ensure they sufficiently develop their responses in order to fully answer the questions by utilising information from the texts.

### Question 1

A small number of learners gave generic responses to this question, for example "to inform". However, this type of incorrect response appeared less frequently than has been the case in some previous series, which is very encouraging. Some learners failed to gain the mark due to the fact they gave insufficiently developed responses, such as "To inform about libraries". Some learners incorrectly identified the purpose of the text as "Debating whether libraries should close or not". Centres should teach learners how to answer this type of question by giving a full response that links the purpose of the text was to the topic of the text.

### Question 2 and 3

The multiple choice questions were accessible to learners.

### Question 4

This question was generally answered well and saw the majority of learners gaining the maximum two marks. Those that lost marks tended to give insufficiently developed responses, typically one word i.e. "petitions" and "campaigns". Although learners do not need to write in complete sentences, centres should encourage learners to give sufficiently full responses based on relevant information in the text.

### Question 5

Where learners lost a mark it was often by incorrectly identifying the statement 'more people are using public libraries' as an opinion, rather than a fact.

### Question 6

This question was answered well. It was very pleasing to note that many learners demonstrated a clear understanding of the "ways" the writer supports his viewpoint. The most popular correct responses included "use of statistics" and "rhetorical question", supported by appropriate examples from the text for the second mark. Where learners failed to gain the marks it tended to be because they had misunderstood the question and cited two examples from the text rather than a way and a supporting example. Centres should ensure learners read this question carefully and understand the difference between **way** and **example**, should they encounter this type of phrasing of the question.

### Question 7

As with question one, some learners failed to gain the mark as a result of giving a generic response, such as “inform” or “persuade”. However, learners were able to access the mark for this question by correctly identifying the reason why the text was written and the topic. Once again some learners failed to gain the mark as a result of giving an insufficiently developed response such as “information about a library”. In order to gain the mark learners needed to refer to the fact the library was new or identify it specifically by name.

### Question 8

This question was not answered well by the majority of learners. Many learners appeared to misunderstand the question entirely by not picking up that **text features** were required. These incorrect responses tended to simply quote features of the library itself. Other learners lost marks by giving insufficiently developed responses, for example identifying the use of sub-headings without reference to use of bold font. Most learners did gain a mark by identifying the use of bullet points but only the most able were able to gain the maximum three marks by identifying three features used to convey information. Centres should place a greater emphasis on teaching learners to correctly identify how different features are used to convey information within a range of different types of text. Once again, although full sentences are not required, learners need to give responses that are sufficiently detailed.

### Question 9

Most learners correctly identified the right information within Text B in their responses. However, many lost marks by not giving a full response that demonstrated specifically how the library could help with CV writing or interview skills. Some learners incorrectly identified creative writing courses or access to PCs as ways in which the library could help with getting a job.

### Question 10

The question was answered well, with the over whelming majority of learners able to access the mark.

### Question 11

This question was very answered well by most learners. A significant proportion of learners were able to gain all three available marks. However some learners lost a mark by giving responses that were not specifically linked to encouraging children to join the library, for example “access to 80+ PCs”.

### Question 12

This question was answered well by most learners, many gaining the mark.

### **Question 13**

Once again, this question was answered well by most learners with the overwhelming majority gaining the mark.

### **Question 14**

This question was generally answered well with most learners able to access at least two of the available three marks. Many learners were able to gain the maximum three available marks. There was a tendency for those learners opting for the "Books and Films Reading Group" to list reasons based on their personal preferences rather than information rooted in the text. Some learners lost marks because they selected reasons that were not unique to their chosen advert. Some learners failed to gain the mark due to the fact their responses were insufficiently developed, for example "it's on the best day for me".

## Pass mark for E202 in March 2012

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Maximum mark	<b>25</b>
Pass mark	<b>18</b>
UMS mark	<b>6</b>

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