

# Examiner's Report/ Principal Examiner Feedback

January 2013

Functional Skills English

Reading Level 2

E202

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## **E202 - Functional Skills English, Reading Level 2**

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### **General comments**

This paper was an effective test of the learners' reading skills at Level 2. Learners engaged well with the subject matter and some very good responses were seen.

### **Question 1**

In general this question was not answered well. A few learners gave generic responses to explain why the text was written, such as 'to inform' or 'to persuade'.

Some learners described the content of the text without giving a clear reason why it was written.

A significant proportion of learners failed to gain the mark by giving answers that were not sufficiently precise in terms of capturing the text's purpose, for example by failing to identify it referred to children.

The most able learners were able to accurately identify why the text was written and connect the information with an accurate level of detail to describe what the text was about.

Centres need to encourage learners to read texts closely in order to define accurately the **main** purpose of the text. This should then be stated in conjunction with an appropriate verb or qualifying phrase.

### **Question 2**

The vast majority of learners are able to accurately read and extract the information required to answer this multiple choice question correctly.

### **Question 3**

Once again this multiple choice question appeared to pose few problems for learners within this series, with the vast majority of learners able to locate the information required in order to gain the mark.

### **Question 4**

Almost all learners were able to gain at least one mark for this question, with the majority of learners able to gain both available marks. Some learners lost a mark by giving answers that were not drawn from the text, such as 'watching nature documentaries'.

### **Question 5**

This question was answered very well in this series. Most learners were able to access at least two of the three available marks and many learners gained full marks. This indicates learners were confident at identifying the difference between fact and opinion within this text.

### Question 6

Most learners were able to gain at least one of the available marks for this question, with the more able learners scoring the maximum two marks. Many learners used quotations effectively to show how the writer had presented negative views.

Some learners lost a mark by repeating one of the bullet points within both their responses, typically this involved giving two ways the writer expressed the view that the relationship between children and nature is breaking down.

Some learners gave very generic responses relating to writing techniques, such as 'use of statistics' or 'quotations from experts'. These responses were not awarded a mark.

### Question 7

This question was generally answered much better than question one; with most learners identifying that the purpose of the text was to inform the reader about how to apply the country code. The learners expressed this purpose in a variety of ways.

Some learners lost marks by not being sufficiently precise in their responses. For example, responses such as 'to inform about the countryside' were not awarded a mark as they did not identify that the text was about how visitors to the countryside should behave.

### Question 8

This question caused significant difficulties for many learners with relatively few able to access the maximum three marks.

Most learners were able to gain one mark by identifying the use of bullet points.

Whilst the majority of learners did appear to understand what the question was looking for, marks were lost by giving insufficiently developed responses. Examples of this include 'image', without reference to what the image shows or 'use of bold' without this being linked to headings or sub-headings.

A small number of learners misinterpreted the question completely and simply gave three statements from the text.

Centres should ensure learners are familiar with the wording of this type of question and that they understand terms such as 'features' and 'convey'. Centres should reinforce to learners that, at this level, marks are not awarded for responses such as 'use of bold' as learners need to identify how and where bold has been used within the text. Similarly, where images are used as features within texts, learners would be expected to show an understanding of why the image is relevant. For example in this paper, by referring to the fact the image showed the controlled fire sign.

### Question 9

This question posed few difficulties for most learners, with the vast majority gaining the two available marks.

**Question 10**

Although learners presented their responses to this question in a variety of different ways, it caused few problems for the vast majority of learners, with most able to gain the mark. Where learners did not gain the mark it tended to be because they gave a response that was not rooted in the text, typically 'call 999'.

**Question 11**

This question was answered well in most cases, with most learners able to gain at least two of the available marks and more able learners able to gain the maximum three marks. A significant number of learners lost marks by repeating the same point across two answer spaces, especially the point about not dropping litter.

**Questions 12 and 13**

These questions presented few difficulties for learners with the vast majority able to gain the mark for both questions.

**Question 14**

Most learners were able to access at least two marks for this question, with many scoring the maximum three marks. Where learners lost marks it tended to be because they cited reasons that were not unique to the advert they had selected. For example marks were not awarded for 'see different birds' as all three experiences offered the chance to see different species of birds. Some learners gave reasons that were not rooted in the text, such as 'it's warmer' when selecting the Summer experience.

Centres should encourage learners to identify three points that are specific and unique to their chosen experience. Although not expected to write in complete sentences, learners need to provide enough detail to ensure they have justified their choice fully with accurate reasons which are directly rooted in the text.

## Recommendations for Centres

When supporting learners in their preparation for the assessment, a wide range of strategies for reading should be employed. Learners should be able to navigate their way through texts to locate points that are both explicit and implied, and be confident in recognising how information is conveyed to the reader.

These skills are vital when answering multiple choice questions such as Q2 and Q3 and also those questions that ask for specific detailed reading, ie Q4, Q9, Q10, Q11, Q12 and Q13.

During exam preparation, learners should explore questions to understand clearly what is being asked of them. It is important also that learners be discouraged from writing brief, one word answers despite the inclusion of the phrase 'you do not need to write in sentences'. Learners are not marked on their writing skills, but responses should still be as full and detailed as possible in order to ensure that enough detail is included to be awarded marks, particularly on Q1, Q7, Q9 and Q11.

Learners should have access to a wide range of texts from a variety of contexts that have been written for different audiences and purposes so that they can be familiar with identifying the reason why a text has been written. They should also practise recognising how text is written which should include looking at how language and layout features convey information. This is particularly important for Q1, Q7 and Q8.

In preparation for Q6, learners should practise locating methods of conveying bias and be confident in their understanding of bias. They should know that they can determine the ways in which texts reveal bias and must also be discouraged from repeating large 'chunks' from the text. Learners should also be aware that the question may not mention 'bias', and that other expressions might be used such as 'the writer's viewpoint', 'how the writer influences the reader' or 'how does the writer give a positive view'.

Q5 can be addressed through the explicit teaching and learning of the differences between fact and opinion and again, by discussing and exploring practice assessments and other examples of appropriate texts.

In Q14, learners make real-life choices and must focus their answers so that information from the given text forms the basis for their choices, rather than responses that are based on their own experience, extraneous to the text. This is an area that learners should practise during exam preparation. Time management is also important during practice sessions so that learners do not lose the opportunity to respond to this question due to running out of time.

## Pass mark for E202 in January 2013

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Maximum mark	<b>25</b>
Pass mark	<b>19</b>
UMS mark	<b>6</b>

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