

# Examiner's Report/ Principal Examiner Feedback

March 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 worked effectively in terms of testing learners' reading skills at level two. Learners were able to give accurate responses, which were securely rooted in the texts. Learners appeared to engage meaningfully with the subject matter of all three texts.

### **Question 1**

Overall this question was not answered well. A small, but significant, number of learners gave generic responses to explain why the text was written, such as 'to inform' or 'to persuade'. In taking this approach learners failed to identify the main topic of the text and they were not consequently awarded the mark. Conversely some learners described the content of the text without giving a clear reason as to why it was written. Where most learners failed to gain the mark, it tended to be as a result of giving answers that were not sufficiently precise and especially by failing to identify the text related specifically to *teenagers'* lack of sleep. Some learners incorrectly identified the audience as teenagers stating the text's purpose was to 'encourage / persuade teenagers to sleep more'.

### **Question 2**

The vast majority of learners were able to accurately read and extract the required information from the text in order to answer this multiple choice question correctly and gain the mark.

### **Question 3**

Once again this multiple choice question appeared to be answered accurately by most learners in this series, with the vast majority of learners able to locate the information required in order to gain the mark.

### **Question 4**

Whilst most learners were able to gain at least one mark for this question, only the most able tended to gain both available marks. This was because learners tended to concentrate on aspects of technology that interfere with teenagers' sleep, such as mobile phones or laptops, as opposed to including other reasons given within the text, for example 'academic pressure' or 'social lives'. A small proportion of learners misinterpreted the question and gave responses that concerned the consequences of lack of sleep, such as irritability or tiredness, rather than the causes of poor sleep patterns.

### Question 5

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

### Question 6

Whilst many learners were able to gain at least one of the available marks for this question, some learners misunderstood what the question was looking for and gave examples or quotes from the text to show how the writer influenced readers. In this case the question was looking for 'ways' or techniques so these types of responses could not be awarded a mark. Some learners lost a mark by giving answers that were too vague, for example 'quotes' without reference to 'from an expert' or 'from a mother'. Many learners did gain marks for correctly identifying ways / techniques, such as 'rhetorical questions', 'use of statistics' or 'evidence from research'.

### 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 learners about how to improve their sleeping pattern. Some learners lost marks by not being sufficiently accurate in their responses. For example, responses such as 'to inform about sleep' were not awarded a mark as they did not identify that the text was specifically giving advice on *improving* your sleep.

### Question 8

This question, on the whole, appeared to be answered a little better than in many previous series, with many learners able to access at least two of the available three marks and stronger learners gaining all three marks. Most learners were able to gain at least one mark by identifying the use of bullet points. Other commonly identified features included, use of italics and large / bold heading or bold sub-headings. Whilst the majority of learners did appear to understand what the question was looking for, marks were frequently lost by learners giving insufficiently developed responses. Examples of this included '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.

### Question 9

This question posed few difficulties for most learners, with the vast majority gaining both available marks. The most common correct responses included 'clear thoughts', 'feeling fit and healthy/feeling refreshed'. However, a small but significant number of learners misinterpreted the question and gave responses more suited to question 11, such as 'warm bath' or 'relaxation techniques'.

### Question 10

The overwhelming majority of learners did gain the mark for this question. Where the mark was not awarded it tended to be because the learner had given an imprecise or inaccurate response, such as 'hot milk'.

### Question 11

This question was extremely well answered in the majority of cases, with most learners able to gain at least two of the available marks and many learners able to gain the maximum three marks. Where learners lost marks it once again tended to be through giving vague or insufficiently developed responses rather than through a lack of understanding of the text or question paper. For example, responses such as 'eat certain types of foods' were not awarded the mark.

### Question 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 'gives good / extra back support' as all three makes of bed made this claim with their adverts.

### Recommendation for Centres

- Centres need to encourage learners to read texts closely in order to define accurately the **main** purpose of the text. This should then be described in conjunction with an appropriate verb or qualifying phrase. Learners should also be mindful as to the intended audience of a text as this will often affect how the purpose is expressed.

- 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 identify how and where bold has been used within the text.
- Centres should encourage learners to identify three points that are specific and unique to their chosen advert. 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.

Pass mark for E202 in March 2013

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

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