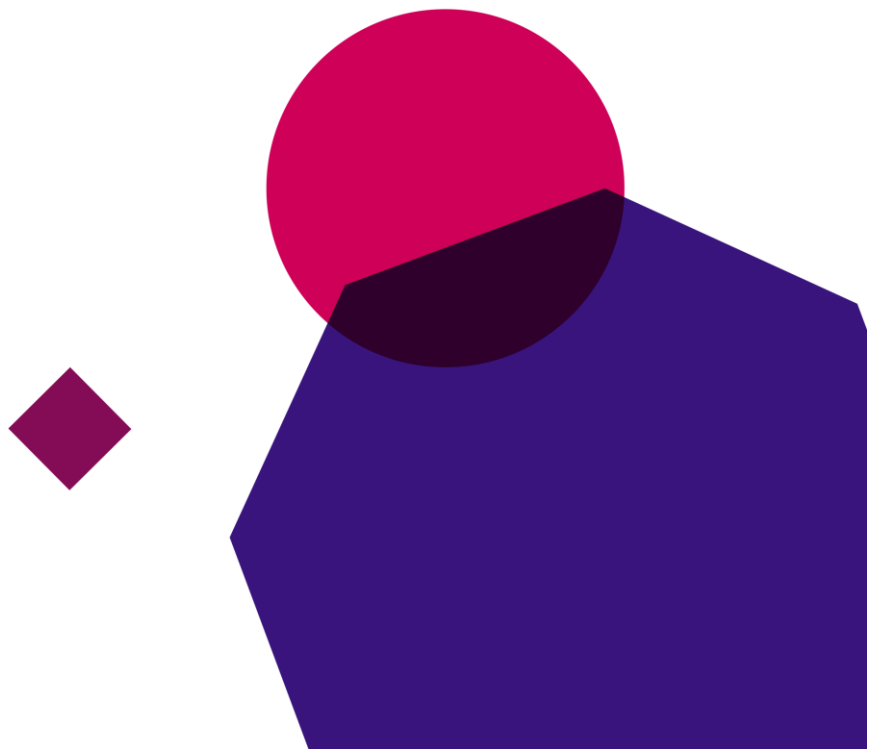


Chief Examiner's Report

Functional Skills English Reading Level 1 (4748)

4748-110 (e-volve)

4748-210 (paper-based)



Contents

1.	Introduction	3
2.	Overall Performance	4
3.	Areas for development	5
4.	Advice for centres	7

1. Introduction

The purpose of this document is to provide centres with feedback on the performance of candidates for 4748-110 and 4748-210 Functional Skills English Reading Level 1. The examinations have been available since September 2019, and this report covers the period from September 2019 to February 2020.

2. Overall Performance

This report covers the period from September 2019 to February 2020.

The majority of candidates were successful in passing the examination. For candidates who passed, the route to accumulating sufficient marks varied, but the common factor was an ability to demonstrate a good level of competence across all the Subject Content Statements.

Several of the Subject Content Statements assess areas not previously assessed in the legacy qualification (3748 Functional Skills English Reading). However, for many candidates, adequate preparation and knowledge meant that the challenges posed were successfully met.

In addition, some new formats for multiple-choice questions have also been used, and these were well negotiated by the vast majority of candidates.

All papers required candidates to read two source documents. The topics presented in the source documents were accessible and seemed to be sufficiently engaging, allowing candidates to locate relevant information for responses and to successfully comment on content, style and layout when required.

Most candidates were able to complete the assessments in the time available. Good exam technique was also evident, allowing candidates to be succinct in their responses, to present the required number of responses, and to be able to understand and address the salient parts of the questions.

3. Areas for development

For those candidates who did not accumulate sufficient marks to pass, a common trait was the tendency to drop marks across many of the subject Content Statements, suggesting inadequate preparation prior to being entered for the exam.

1. A significant number of candidates fail to read the questions carefully enough.

Some questions require candidates to read specific parts of the source document in order to answer the questions correctly. For example, a question may start with the words *Look at the first paragraph*, or something similar. Responses that ignore this initial direction and use information from other parts of the source documents do not receive any marks.

Questions also generally indicate how many responses are required, either in the wording of the question or in the number of marks available. Providing insufficient responses led to the loss of marks for many candidates.

It is also important that candidates follow the directions regarding which of the two source documents should be used to facilitate answering the questions. Once again, responses provided from the wrong source document are not awarded any marks.

2. Multiple-choice question formats

Some new formats of multiple-choice questions have been used, and a small number of candidates appear to have been confused by what was being asked. Some candidates mis-read or ignored the direction to select two answers from a list of five or six options, providing only one answer, so it is important that questions are read carefully. On other occasions candidates are required to identify whether a given statement is covered in source document 1 only, source document 2 only, or both source documents, ticking the appropriate box to indicate their choice. This also proved problematic for some candidates.

3. Subject Content Statement 10: *Compare information, ideas and opinions in different texts.*

The final two questions in all papers will address Subject Content Statement 10: *Compare information, ideas and opinions in different texts.* Once again, it is imperative that candidates read the questions carefully to determine exactly which aspect(s) of the source document requires a comparison.

The format of questions addressing Subject Content Statement 10 will vary from paper to paper. At times, the question will be a multiple-choice format and at other times will require a more open response in which candidates must identify areas of

agreement in the two source documents or statements/ideas that are common to both documents.

4. Subject Content Statement 11: *Identify meanings in texts and distinguish between fact and opinion.*

An area that is problematic for many candidates is distinguishing fact from opinion. A typical question will be in a multiple-choice format, and candidates will be asked to tick the appropriate option(s) of fact or opinion as required by the question. Alternatively, they may be directed to a specific area or paragraph of the source document and asked to identify either facts or opinions from that section.

5. Subject Content Statement 13: *Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words.*

Subject Content Statement 13 was not previously assessed in the legacy qualification (3748) and has posed a few problems for some candidates. The nature and format of the questions assessing this aspect of the standards will vary from paper to paper, but, in general, the source document will contain some additional information in the form of a table, a chart, a footnote, or another similar device that provides information not specifically mentioned in the body of the text. Questions are designed to require candidates to answer using this additional information.

6. Subject Content Statement 15: *Infer from images meanings not explicit in the accompanying text.*

Once again, this was an area not tested by the legacy qualification, and significant numbers of candidates dropped marks. All the images used in the source materials will contain information that is not explicitly mentioned in the accompanying text. Candidates should read the question carefully to ascertain what they are being asked to identify.

7. Subject Content Statement 16: *Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive).*

This is also an area that was not explicitly tested under the legacy qualification, and one against which weaker candidates often dropped marks. Candidates are likely to be asked to identify specific words that have been used to aid the main purpose of the text, whether that be to persuade, to instruct, to describe or explain and so on. They may be asked to identify particular words or phrases that are typical of formal or informal texts.

8. Subject Content Statement 17: *Read and understand a range of specialist words in context.*

Some candidates were unable to identify the correct meaning of a specialist word in the source document. Candidates should be aware that the context in which the word is used will give the required clues that will allow the meaning to be deduced.

9. Subject Content Statement 18: *Use knowledge of punctuation to aid understanding of straightforward texts.*

A significant number of candidates dropped marks through a lack of understanding of the role punctuation plays in understanding a text. Typically, candidates are asked what function a certain punctuation mark(s) plays in aiding understanding, such as the use of brackets, an exclamation mark, commas, capital letters for proper nouns and so on. The question may be a multiple-choice question or a more open response question.

4. Advice for centres

1. Centres should make use of the Guidance for Delivery document, available on the [City & Guilds website](#). The document provides further detail about types of questions, what examiners are looking for in responses, typical Level 1 skills and knowledge a candidate should have, and sample teaching activities.
2. Candidates should not be entered into the exam before adequate learning and practice have taken place.
3. Familiarity with the question types is essential. Centres should make use of the sample assessments available on the City & Guilds website and Open Assess. These will allow centres to be better able to judge a candidate's readiness to sit the exam and will give candidates the opportunity to become familiar with the types and styles of questions they are likely to be asked.
4. Spelling, punctuation and grammar are not tested in the examination, and there is no requirement for candidates to write in complete sentences, nor to repeat the stem of the question in the response.
5. Exam techniques is a useful learning session for candidates prior to the exam and should include elements such as how to decipher what is being asked, how to recognise the number of responses required, how to manage time effectively and how to check answers for accuracy and sense.

Oliver Jobes
Chief Examiner

Date: March 2020

Every effort has been made to ensure that the information contained in this publication is true and correct at time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept responsibility for any loss or damage arising from the use of information in this publication.

©2020 The City & Guilds of London Institute. All rights reserved. City & Guilds is a trade mark of the City and Guilds of London Institute, a charity established to promote education and training registered in England & Wales (312832) and Scotland (SC039576).
5-6 Giltspur Street, London EC1A 9DE.

cityandguilds.com