

3748-110 and 3748-310

**Functional Skills English Level
1 Reading**

Chief Examiner's report – August 2016

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications) and Learning Assistant (an online e-portfolio).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes

candidates may copy the material only for their own use when working towards a City & Guilds qualification

The Standard Copying Conditions (see the City & Guilds website) also apply.

City & Guilds

1 Giltspur Street

London EC1A 9DD

www.cityandguilds.com

Contents

1	Introduction	2
2	Overall Performance	3
3	Recommendations/Advice for centres	4
4	Additional Information	5

1 Introduction

The purpose of this document is to provide centres with feedback on the performance of candidates for 3748-110 and 3748-310 Functional Skills English Reading Level 1.

The Chief Examiner's Report has been reintroduced as a result of feedback from centres, to give them guidance in preparing candidates for examination.

2 Overall Performance

This report covers the period from June 2016 to August 2016. However, centres are strongly urged to review the previous Chief Examiner's report, dated May 2016, as the comments and advice still apply.

Pass rates have remained steady over the last three months. Many candidates are successful, although a significant number are failing due to the following main reasons:

1. Being entered for the exam before adequate and sufficient learning has taken place.
2. Unfamiliarity with the type of questions being asked.
3. Careless reading of the questions.
4. Entering insufficient responses.

Areas of good performance

Many candidates were successful. For those that passed, no single assessment criterion stood out as being more problematic.

Good exam techniques were evident amongst the most successful candidates. These included succinct responses, not repeating the stem of the question in responses, taking note of the number of marks available and subsequently entering the requisite number of responses, and careful reading of the questions to determine exactly what was being asked.

Areas for development

For a significant number of candidates, it is apparent that English is a second language, and their abilities to read and understand the source documents are not yet sufficiently developed.

Centres should ensure that candidates are adequately prepared for the exam prior to being entered. Making use of the practice assessments and worked examples on the City & Guilds website is an invaluable aid in preparation. Some weaker candidates appear not to have been through this process.

Once again, many weaker candidates are simply not entering sufficient responses, thus losing significant marks. If a four-mark question asks the candidate to identify some details in particular, the candidate should look for four examples. Candidates should be aware that the number of marks available for a question generally indicates the number of responses required.

Perhaps linked with the failure to enter a sufficient number of responses is the expectation on behalf of candidates that all the required answers will be contained within one or two successive sentences; this is not always the case, as answers may well be spread throughout the document.

On occasion, it can be seen that candidates are misreading the questions or failing to understand what is being asked. Candidates are advised to take time in reading questions and, where possible, to underline the salient points and instructions. Those candidates opting for the on-line version of the exam would benefit from having a pencil and paper to help make any necessary notes.

3 Recommendations/Advice for centres

1. Centres are strongly advised to read all the previous Chief Examiner's reports, available on the City & Guilds website.
2. Centres should make use of the Guidance for Centres 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.
3. Candidates should not be entered into the exam before adequate learning and practice has taken place.
4. Whilst some questions will specify how many responses are required, candidates should be aware that, in the absence of this information, the number of responses required is generally indicated by the number of marks available for that particular question.
5. Centres are reminded that accuracy of spelling, punctuation and grammar is not assessed, and time spent proof-reading answers is time that would be better spent ensuring that questions have been understood and that answers are accurate, have been taken from the source documents, and reflect the number of marks available.
6. As part of the learning process, centres should expose candidates to all types of source documents, including web-sites, articles, formal letters, emails, leaflets, promotional material and advertising. These should be studied in combination with the Functional Skills English Reading Level 1 criteria, with a view to candidates being able to:
 - understand layout features and their effects
 - identify the main points and ideas in a text by looking at headings, subheadings, final summaries or bold lettering, for example
 - read texts in detail
 - utilise information contained in texts
 - identify suitable responses to texts.

4 Additional Information

From September 2016, an additional 10 minutes will be allowed for the Functional Skills English Level 1 Reading examination. The total time allowed for a candidate will be 70 minutes.

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
www.cityandguilds.com

City & Guilds is a registered charity
established to promote education
and training

