

Functional Skills Rich Feedback Report

Examples:

Page 2 – Maths (*Individual Report*)

Page 4 – English Reading (*Individual Report*)

Page 6 – English Writing (*Group Report*)

External Assessment Feedback Report

Request Details

Please find below the detail of your request as provided in your application. All named learners are covered by the contents of the report.

NCFE Centre Number:	00000
Centre Name:	Centre
Qualification Name:	Functional Skills Maths at Level 1
Qualification No:	501/2325/7
Batch Number (PB)	123456789
Date of Assessment	01/01/2017
Learner Names	Learner

Reviewer's Feedback

What were the overall strengths shown in the external assessment (s)	<ul style="list-style-type: none"> • Clear layout and display of calculations • Display and labelling of final answers (although one task was affected by accuracy rounding to the nearest whole number) • Working with money (including multiplication, addition and subtraction, and converting between pence: pounds) • Calculation of a value of a given percentage, including subsequent subtraction to show a decrease (although at one task a percentage value wasn't attempted) • Calculation of a value of a given fraction, including subsequent subtraction to show a decrease • Multiplication of whole numbers • Calculation of range • Display of appropriate checks, when requested • Applying subtraction to identify a difference.
What were the overall weakness shown in the external assessment (s)	<ul style="list-style-type: none"> • Ratio simplification (although ratio use demonstrated establishment) • Calculation of area • Mean average (accuracy was affected by the initial calculation of values) • Working with time, for example, converting between days and weeks (although one task included a correct conversion between minutes and seconds) • Calculation of a proportion as a percentage didn't indicate familiarity • Calculation of perimeter (the identification of dimensions appeared to have affected accuracy) • Proportional problem solving (for example, identifying lengths or widths in a given shape) • Consistency between units when working within metric measure (centimetres: millimetres).

What development is needed to meet the Functional Skills Coverage and Range at the qualification level?	<ul style="list-style-type: none"> • Understand and use equivalencies between common fractions, decimals and percentages • Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature • Convert units of measure in the same system • Work out areas and perimeters in practical situations • Find mean and range.
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Any additional recommendations, such as resources etc	<p>The learner's assessment indicated development areas that include: mean average, ratio simplification, proportions as percentages, area, perimeter and proportional problem solving (for example, identifying lengths or widths in a given shape). I would recommend re-visiting these areas to ensure sufficient enough range at the level of assessment.</p> <p>After re-visiting the identified development areas, it will be beneficial to practise the application of these skills prior to final assessment. Selecting individual tasks from sample assessments may be beneficial in providing targeted practice and feedback. I would recommend using task 3 from NCFE's sample paper L1 P000127 (Furniture), as problem solving with Measure, Shape and Space is included. Additionally, there are sample papers available from NOCN (www.nocn.org.uk) that sample tasks could be chosen from (for example, NOCN's L1 Planning a Journey: task 1 (time and mean average) and L1 Camping Holiday: task 1, question 4a and b (perimeter and problem solving with measure)).</p> <p>After this, I would recommend using L1 P000131 (Meal) or L1 P000120 (Theme Park) as a full practice paper prior to re-taking the final assessment.</p>
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Date of Report:	10/01/2017
External Quality Assurance Officer:	Officer
Date Checked:	10/01/2017

External Assessment Feedback Report

Request Details

Please find below the detail of your request as provided in your application. All named learners are covered by the contents of the report.

NCFE Centre Number:	00000
Centre Name:	Centre
Qualification Name:	Functional Skills English Level 1 Reading
Qualification No:	501/1660/5
Batch Number (PB)	123456789
Date of Assessment	01/01/2017
Learner Names	Learner

Reviewer's Feedback

What were the overall strengths shown in the external assessment	The learner was able to use information in the texts to obtain some information. They attempted to answer every question.
What were the overall weakness shown in the external assessment	<p>This learner was four marks from achieving a pass. Some answers were not fully fleshed out. Many failed to pay attention to the specific wording of the question.</p> <p>Not quite answering the question set Many of the answers that were wrong seem to be words, phrases and sentences that had been directly lifted from the document but didn't answer the question set. For example, one question asked for one reason why you might click on a section of a website. The answer given was a sentence written verbatim from the page that did not answer the question.</p> <p>Misunderstanding questions Other questions where this learner struggled seemed to be due to a lack of understanding of the question. For example, they were asked to give examples of words from a document that tried to allay fears. Their response was: 'reaction', 'confused', 'embarrassed'.</p> <p>Understanding features of a text One question, worth two marks, required the learner to identify three features of the text. They did not understand this question and her response was to rewrite two sentences from the text that were unrelated to the question.</p>

<p>What development is needed to meet the Functional Skills Coverage and Range at the qualification level?</p>	<p>Reading skills This learner needs to practice close reading skills, both for gleaning correct information and for using the information to interpret an answer. They must read the questions with care to ensure that the answer given relates to the question set.</p> <p>Purpose of texts This learner must also focus on appropriate ways to answer questions about the use of language, style and how meaning is conveyed. For questions about how documents have been written to meet their purpose we would expect to see an answer focused on how language, style and format have been used.</p> <p>Features of texts This learner must be clear about the difference between how language is used for a purpose instead of picking out specific phrases from a text.</p> <p>Misreading questions This learner must read questions with great care. They often gave incorrect answers due to either misreading the question or a lack of understanding of what was being asked.</p> <p>Interpretation of meaning This learner showed weakness in the ability to answer questions that required interpretation of meaning compared to a simple comprehension question.</p>
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<p>Any additional recommendations, such as resources etc</p>	<p>This learner should be provided with practice materials that require them to read comprehension questions with care. They should also be given materials that require detailed answers. A useful focus would be to concentrate on higher order comprehension skills that require them to interpret meaning in texts – especially understanding inference or using context. They would also benefit from working on questions based on the use of language, the use of text features and understanding the style of text.</p>
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Please find below the detail of your request as provided in your application. All named learners are covered by the contents of the report.

NCFE Centre Number:	00000
Centre Name:	Centre
Qualification Name:	Functional Skills English Level 1 Writing
Qualification No:	600/0140/9
Batch Number (PB)	123456789
Date of Assessment	01/01/2017
Learner Names	Learner A
	Learner B

Reviewer's Feedback

What were the overall strengths shown in the external assessment (s)	<p>Both learners answered the brief set for both tasks and were able to use information in the source documents to obtain information useful for the response.</p> <p>Sufficient response</p> <p>We expect Level 1 learners to write between 200 and 250 words per response. Markers need to be able to establish confidence in learners' writing skills and are instructed to penalise very short pieces, typically fewer than 100 words at level 1. Learner B produced lengthy responses which was good.</p>
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<p>What were the overall weakness shown in the external assessment (s)</p>	<p>Learner A</p> <p>This learner wrote brief responses only just above 100 words and therefore did not really develop the ideas in her writing. The letter was appropriately formatted with two addresses, a date and an appropriate salutation and close. The email was slightly too informal in tone. However, spelling, punctuation and grammar skills fell far below that expected at Level 1. Punctuation errors included the random use of capital letters for words that did not need them, the personal pronoun I was only capitalised when it appeared at the start of a sentence. Some sentences did not start with a capital letter. Grammar errors were numerous too – there was confusion between singular and plural in both tasks; subjects and verbs rarely agreed – for example ‘i am interesting to join your company’ and ‘I am agree to the future plan.’ The work was peppered with spelling errors, some of which were words provided in the source documents. Expectations for SPaG and Structure are listed below.</p> <p>This learner also used words that did not make sense ‘compartable’ and ‘is good ideals’.</p> <p>This learner needs considerable support to boost basic spelling, punctuation and grammar skills as well as use of vocabulary.</p> <p>Learner B</p> <p>This learner wrote much fuller responses to both questions and was able to develop ideas sufficiently. The letter was appropriately formatted with two addresses, a date and an appropriate salutation and close. The email had the correct email address and an appropriate subject header, the tone was appropriate. It also had an appropriate salutation but lacked an appropriate close. This learner was much closer to a pass than Learner A though the main issue was poor grammar and composition. Some sentences lacked sense because of omitted words – prepositions in the main – for example: ‘I am very friendly person’. Prepositions were frequently misused – ‘you can contact to me’. Some sentences lacked subject/verb agreement too and tenses were very mixed. Paragraphing was not very well developed. In the first task they were mostly 1 or 2 sentences.</p>
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<p>What development is needed to meet the Functional Skills Coverage and Range at the qualification level?</p>	<p>Spelling, punctuation and grammar</p> <p>Punctuation skills need some work. Capital letters should only be used at the start of sentences and for proper nouns. Grammar was well below that expected at Level 1 - subjects and verbs must agree. Prepositions must make sense.</p> <p>Spelling skills should subsume those required at previous levels. So at Level 1, we would expect to see all of the following:</p> <p>Entry Level 2: Construct compound sentences using common conjunctions and punctuate correctly using capital letters, full stops and question marks. Use common conjunctions – for example so, and, but, or – to connect two clauses; use capital letters to denote the start of sentences, the personal pronoun I, and for proper nouns. Signify questions or queries with question marks. Spell correctly a range of common words Include personal details, high-frequency words (for example most commonly used 200 words).</p> <p>Entry Level 3: Use basic grammar, including appropriate verb–tense and subject– verb agreement Write grammatically correct sentences using the past, present and future tenses as needed (for example the bus was, the buses were) with correct subject–verb agreement. Spell accurately and check work for accuracy. Spell correctly common words and relevant key words used at work, leisure and study.</p> <p>Level 1: Use correct grammar, including subject– verb agreement and correct and consistent use of tense. The writing needs to be accurate with few errors expected at this level. Sentences should be complete and where necessary use appropriate conjunctions. Singular and plural subject–verb agreement should be used consistently.</p> <p>Consistent and accurate use of tense is required. Errors should not undermine the meaning or purpose of written documents, as the focus remains on the effectiveness of the outcome and the written material's usefulness, appropriateness and applicability to the situation or context. Ensure written work includes accurate grammar, punctuation and spelling and that meaning is clear. Spelling of regular, common words should be accurate, including those from work, study and daily life. A high level of accuracy is expected in certain applications and contexts. In a formal letter of application, there should ideally be no errors. In a long document such as a formal report, errors may be acceptable, but generally, a high level of accuracy is required. Errors must not alter the intended meaning of the writing, and should not substantially diminish the impact, validity or seriousness of the document.</p>
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What development is needed to meet the Functional Skills Coverage and Range at the qualification level?	<p>Learner A needs to address common spelling errors, particularly homophones. She needs to work on accurate subject/verb agreement and correct use of plurals. She must also take care to use capital letters with accuracy.</p> <p>Structure The learners need to heed all of these points:</p> <ul style="list-style-type: none"> • A letter should have two addresses, a date and a correctly spelled complementary salutation and close. • A report should have a heading and subheadings • An email should have an addressee and a subject header as well as an appropriate salutation and close • An article should have a heading and may have subheadings. <p>All of these documents should be clearly and accurately paragraphed and written in complete sentences.</p> <p>Sufficient response We expect Level 1 learners to write between 200 and 250 words per response. Markers need to be able to establish confidence in learners' writing skills and are instructed to penalise very short pieces, typically fewer than 100 words at level 1. Learner A's responses were too short. Learner B produced responses of adequate length.</p>
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Any additional recommendations, such as resources etc	Learners should read what they have written to make sure it makes sense. Many of the errors made by both learners could have been amended at proofreading stage.
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