

Principal Examiners' Report

November 2015

Pearson Edexcel Functional Skills
English Reading Level 2 (E202)

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The subject matter of the paper enabled learners to engage well with all three texts. Very few blank responses were encountered. The paper provided a sound vehicle for learners to demonstrate their reading skills at level two, with several questions proving to be effective discriminators.

Question 1:

This multiple choice question proved to be quite straightforward, with the vast majority of learners correctly identifying Option C.

Question 2:

This question required learners explain two quotations from Text A. The majority of learners were able to do this and gain both available marks. However, where learners did lose a mark it tended to be in relation to the phrase “become a model canine citizen”, some learners struggled with this slightly more abstract term and were not able to identify it related to how well dogs behaviour or fit into society.

Question 3:

The vast majority of learners were able to accurately identify the purpose of Text A and gain the available mark. Answers in most cases showed a sound understanding of the text and why it had been written.

Question 4:

The majority of learners answered this question well and were able to secure the mark by giving a valid reason as to why Text B was the most relevant for someone considering getting a dog. The most common form of correct response focused on the fact the text explained about the costs involved in keeping a dog (second bullet point of the mark scheme). Many learners also referred to the advice given about feeding / training (third bullet point of the mark scheme).

Question 5:

Although the majority of learners did gain the mark for this multiple choice question, a significant proportion of learners incorrectly gave option A, demonstrating a lapse in close reading for detailed meaning.

Question 6:

This multiple choice question proved unproblematic with the vast majority of learners correctly opting for option A and gaining the mark.

Question 7:

This question proved very challenging for all but the most able learners. Very few learners scored maximum marks and a significant proportion of learners failed to gain any marks on this question. Learners frequently misinterpreted the question and failed to identify “ways the writer tries to convince the reader” as instructed. Most learners gave statements from the text that would have been accepted as suitable reasons for the example part of the question. However, without first identifying a “way” marks cannot be awarded for the example. Where learners did gain marks it tended to be for responses in line with “refers to legal implications” (bullet point two).

It is essential that centres teach learners how to accurately identify the ways in which writers convince readers within a range of different texts.

Question 8:

This question produced some excellent answers. Many learners used the two texts very effectively to produce some detailed responses outlining the costs involved in keeping a dog. Many learners were able to score four, or the maximum five marks, by giving a good level of relevant detail and including information from both Text A and Text B.

Question 9:

The majority of learners found this question fairly accessible and consequently scored the maximum two marks. Where learners dropped marks it tended to be because they used a quote that did not specifically refer to professional or paid dog training solutions. A common incorrect response was "dogs can be thought of as being like humans". This quote fails to include the relevant point later in the paragraph relating to the need for "proper training".

Question 10:

Although this question did not prove as accessible for learners as a question 8, it still enabled learners to produce some detailed responses which scored 3-4 marks. Responses scoring five marks were rare but did occur. The most able learners used relevant examples skilfully and were able to demonstrate similarities in Text A and C. Less well developed responses, scoring 1-2 marks, tended to rely mainly on one text or gave quite general points unsupported by examples from the texts. Centres should encourage learners to use the two texts carefully and to give specific examples from each text, which demonstrate similar ideas.

Question 11:

Whilst many learners were able to successfully tackle this question a significant proportion incorrectly opted for Text B, which meant they were unable to gain any of the available three marks. Many learners who did correctly opt for Text C were then able to a valid reason and example to gain the maximum three marks. However, a significant proportion were not able to provide a valid reason for part two of the question, which also meant they could not gain the mark for the third part of the response.

Centres should encourage learners look for a valid reason why the selected text is the most suitable and to understand the difference between giving a reason and providing an example.

Question 12:

This question proved very accessible for learners with the majority able to gain at least two of the three available marks, with many scoring the full three marks. A small proportion of learners did not quote from each of the three texts as instructed in the question. Other incorrect responses tended to give quotes unrelated to dealing with visitors

Question 13:

This multiple choice question proved unproblematic for the vast majority of learners, who correctly selected option A and gained the mark.

Pass mark for E202 in November 2015

Maximum mark	30
Pass mark	20
UMS mark	6

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