

Principal Examiners' Report

January 2016

Pearson Edexcel Functional Skills
English Reading Level 1 (E102)

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This paper was successful with a significant number of learners demonstrating functionality at this level.

The following points are intended to help centres in their preparation for future series.

The main points arising from this paper are:

1. Learners must read questions very carefully in order to find the focus of the question.
2. Learners must read the options in multiple-choice questions carefully to select the correct answer.
3. Learners should use the evidence in the text, rather than making assumptions based on own knowledge or experience. Answers must be rooted in the text.
4. Learners need to be explicitly taught what different types of questions are asking them to do.
5. Although learners are advised 'You do not need to write in full sentences', one (or sometimes two) word answers are not usually sufficient to gain a mark. Some questions may require a verb or some indication of an action.
6. Learners should aim to give precise answers rather than make vague statements or generalisations.

Questions 1-3

Almost all learners answered Questions 1 and 2 correctly. Q3 proved to be more difficult, with some choosing B and C. These answers were incorrect because in Text A it is the owner who has the photo ID tag and, in the case of B, deaf people are helped by 'hearing dogs' not PAT 'therapy dogs'.

Question 4

This question was very well answered, with most learners correctly identifying 'assessment' or the need for the pet to be 'checked for suitability'. A few used own knowledge and suggested that the animal needed to 'be registered' or 'given an ID badge'.

Question 5

Most learners were able to identify at least one feature of Text A that helps to present information. Many identified 'heading,' 'picture' and 'bold.' A number of learners repeated their selected feature, 'figures and numbers' rather than giving a second feature. Incorrect answers included, 'layout', 'brackets', 'descriptions' and 'information'. A few wrote about content or identified specific examples of punctuation.

Question 6

This question asked for two ways PAT animals can help people who are ill. Some learners failed to notice the focus of the question and identified the groups of people PAT animals help and what they do. 'They help people in

wheelchairs who can talk to them and stroke them'. These responses failed to identify how PAT animals help ill people. 'Ill people get better more quickly', they 'feel more positive' and find 'comfort' because of the visits.

Question 7

Many learners gained both marks in this question which asked for two ways schoolchildren can benefit from a PAT visit. Most wrote 'they learn about animals' and 'they learn how to treat animals properly'. Others wrote about them 'reading to a dog' and how this 'encourages reading'. Only a few made the point about animals 'helping children with learning difficulties'. Marks were lost because of incomplete answers, such as 'increases confidence'. The learner needed to write 'increases confidence in reading'.

Question 8

In most cases the main purpose of Text B was correctly answered and learners gained a mark for A, 'to encourage you to join the Pet Visits Scheme'.

Question 9

Most learners were awarded both marks in this question. The correct answers were B, 'All travelling expenses will be paid' and F, 'Adil Khan was helped by the Pet Visits Scheme'. Some marks were lost because of only one option being selected.

Question 10

This question asked learners to identify two things they needed to have to volunteer for the Pet Visits Scheme. No marks were awarded for 'a pet and some free time'. The pet needed to be described as 'calm' or a pet that 'likes people' or is 'used to people'. 'A pet that likes attention' or a 'vaccinated pet' also gained marks. The weekly nature of the commitment needed to be conveyed; for example, 'some spare time each week'. Incorrect answers included 'to visit someone who lives near you', 'to travel around a lot' and 'have a healthy pet'. Many learners gained one mark rather than two.

Question 11

Some learners misunderstood the focus of this question and wrote about the meeting in Kindon Library and Martin Standish's talk about pet therapy, rather than about the support available to participants in the Pet Visits Scheme. Correct answers included 'training', 'videos' and 'travelling expenses'. Many learners correctly identified 'pairing up with someone' and the 'co-ordinator goes with you on your first visit'.

Question 12

This question was well answered. Most learners answered, 'attend the meeting' or 'contact Nicki Long'.

Question 13

Most learners gained both marks in this question, most often for 'get a free health check for your pet' and 'meet new people'. Marks were lost when it was unclear that it was the pet that got the free health check. A small number of learners gave answers more appropriate to question 11:

'travelling expenses' and 'training'. One mark was awarded for 'meeting new people and making new friends'. A few gave these as two separate points.

Examiner tips for the Level 1 Reading paper:

- Centres should explicitly teach learners what is meant by 'features' which help to present information.
- Centres are encouraged to remind learners to read each question very carefully, taking note of key words which may be emboldened. Learners should look for the focus of the question and should pay attention to an initial sentence when present.
- Centres should remind learners to refer to the text and avoid making assumptions based on own knowledge.
- Centres must encourage learners to give precise information when answering questions.
- Centres should remind learners that they *can* use a dictionary.

Pass mark for E102 in January 2016

Maximum mark	20
Pass mark	14
UMS mark	6

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