

Principal Examiners' Report

March 2016

Pearson Edexcel Functional Skills
English Reading Level 1 (E102)

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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. Question 3, which asked learners to identify which one of the following statements was false, was less well answered. The correct answer was C, 'It is open to young people from all over the world'. Some selected D, 'runners must be under 18' or A, 'Teams from all over London boroughs will take part'.

Question 4

Most learners were able to correctly identify what type of athlete can enter the London Wheelchair Marathon. A mark was awarded for 'top-class disabled athletes' or 'disabled athletes who can complete it in under three hours'. Incorrect answers included 'disabled athletes' and 'top-class athletes'.

Question 5

Many learners gained both marks in this question, often for identifying a 'heading', 'subheadings' a 'picture' and 'bold'. A few wrote about bullet points, which were not present in Text A. There were some generalised answers giving content and a small number of learners wrote about punctuation.

Question 6

This question, which asked for two other ways to enter the London Marathon, apart from the lottery system, was relatively straightforward. There were three correct answers: 'overseas', 'UK Athletics Club' and 'charity'. Incorrect answers tended to lack precision: 'running club', 'UK runners', 'athletics Club'. A few repeated the point about running for charity.

Question 7

Learners were asked to give two reasons why someone would apply for a charity entry place. A number gave two answers about raising money; 'raise money for charity' and 'run for a charity of your choice'. Others quoted from the text: 'run past London's famous sights', 'run through the streets of London', 'to complete against the best new talent' and similar. A number, rather than looking to the text for answers, either generalised or wrote from the own experience of participating in sport for charity: 'it's fun to run', 'you can run with friends', 'you could win'.

Question 8

Most learners were able to correctly identify the main purpose of Text B as B, 'Guidance on how to run a marathon successfully'.

Question 9

This question, which required identification of two true statements, was generally well answered. The two correct answers were B, 'Drink about 200ml of water approximately every 20 minutes' and D, 'Find out where the aid stations are before you start the marathon'. A few selected C, 'Energy gels help provide runners with the proteins they need'. Text B referred to energy gels as 'a great way to top up sugar levels'. A few learners selected just one answer.

Question 10

Most learners were able to gain both marks for correctly identify two things that runners should do after they finish the marathon. Marks were awarded for 'a change of clothes', 'keep warm' and 'stretch'.

Question 11

This was a relatively straightforward question requiring learners to give two reasons why it is important to maintain a steady pace during the race. Marks were awarded for 'saving energy' or 'conserving energy', 'so you do not struggle later' and 'for a strong finish'. Learners gained two marks for 'conserve energy for a strong finish'.

Question 12

This question was well answered, with most learners writing 'before an aid station'. Incorrect answers included: 'when at an aid station', 'before starting the race' and 'before taking a drink'.

Question 13

Most learners gained at least one mark for identifying ways your friend can support other runners during the marathon. Most quoted from the text, 'Keep going. You're almost there!' or suggested saying 'something positive'. No marks were awarded for 'print your name on your shirt' as this was not given in the text as a way your friend can support others.

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 March 2016

Maximum mark	20
Pass mark	14
UMS mark	6



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