

Principal Examiners' Report

June 2017

Pearson Edexcel Functional Skills
English Reading Level 1 (E102)

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Publications Code E102_01_1706_ER

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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 and the correct number of answers.
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, for instance questions asking for the identification of presentational features or the main purpose of a text.
5. Although learners are advised 'You do not need to write in full sentences', one (or sometimes two) word answers are often not 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

Most learners found these questions straightforward with the majority answering correctly. However, there was evidence that some learners struggled with Q1, perhaps due to the unfamiliarity of the phrasing 'give some background'. Centres should be aware that answers to the 'purpose' questions on this paper might not necessarily involve a key word such as 'inform' or 'persuade' and that learners should be prepared to encounter a wide range of possible options.

Question 4

Most learners were able to identify one of the correct answers, although some did not focus specifically on the benefits for charities and gave a general benefit, such as the lack of litter.

Question 5

Although many learners gained both marks for this question, there were many who failed to gain both marks and a substantial minority who failed to gain any. As is often the case, many simply didn't understand the requirements of the question and gave a content-based answer.

Question 6

This question caused some difficulties, with many learners giving insufficiently specific answers. Often, for instance, answers pointed to the problem of animals eating the bags but it was necessary to identify the problem of 'choking' to gain a mark and many didn't do this. In addition, 'pollution' was not enough for a mark and the detail of rivers or oceans was needed.

Question 7

Several possible answers were available here and the majority of learners were able to identify two of them, although some incorrectly gave 'recycling' as an answer or ignored the information in the passage and recommended throwing them away.

Question 8

The majority of learners answered this question correctly.

Question 9

This question was often well-answered but a number of candidates weren't able to identify features of a letter, with many gaining no marks at all.

Question 10

Again, there were a number of possible answers here and the majority of learners were able to give two. Failure to do so was again often due to a lack of precision, with some identifying environmental groups but not the act of organising such groups, which was necessary for a mark. The focus on giving practical advice was crucial here.

Question 11

This question proved difficult for a number of learners. Those who secured both marks retained an important emphasis on time, while those who didn't often gave general answers about either the benefits of helping the environment or the opportunity to have fun (eg seeing a local band). Others failed to gain a mark due to a lack of precision: for instance, it was important to specify 'an hour a week' for one mark, while many simply gave 'an hour' as an answer.

Question 12

This question was well answered, with the majority of learners able to identify either e-mail or postal address.

Question 13

This generally proved straightforward for many candidates, although some passed up on the opportunity to identify benefits to the friends and instead cited environmental benefits.

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 their 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 June 2017

Maximum mark	20
Pass mark	15
UMS mark	6



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