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Principal Examiners' Report

March 2017

Pearson Edexcel Functional Skills
English Reading Level 1 (E102)

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Functional Skills English Reading Level 1: E102

March 2017

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

Three possible answers were available and most learners were able to identify one of them, although in some cases answers were too generalised to be awarded a mark. Simply stating that the awarding of Michelin stars meant the restaurant was a good one was not enough here.

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. Most common correct answers were 'picture', 'heading' or 'bold' text. Those who failed to gain full marks either usually appeared not to know what was required and gave content-based answers. A significant number of learners incorrectly identified features of punctuation.

Question 6

This question was mostly answered well, with several possible answers. Where marks were lost this was usually because of a failure to give specific reasons, with learners often simply repeating or paraphrasing the wording of the question.

Question 7

The majority of learners gained at least a mark on this question and there were several possible answers available. Where learners failed to gain the two marks, this was often due to a failure to remain focused on the issue of awarding stars. For instance, several learners chose instead to focus on the outcome of having the stars, such as customers expecting too much, which was not the correct focus for this question.

Question 8

The majority of learners answered this question correctly.

Question 9

This question was generally well-answered. Where marks were lost, this was often because learners only indicated one answer. This would appear to be a case of a failure to read the question correctly.

Question 10

A number of learners were able to identify two things that made a good chef and thus gained both marks. This question allowed learners to focus either on the character/approach of the chef (for example, love of cooking or imagination) or the preparation of the dishes themselves (creation of wonderful dishes or use of the best ingredients) and this led to a number of successful answers. In the minority of cases where the correct answer was not given, this was often due to learners focusing on what they knew about the role of a chef rather than what was in the text.

Question 11

The majority of learners answered this correctly, although a number lost a mark, or sometimes two marks, through a failure to focus specifically on the planning of the menu, with some using information relevant to Q10 or focusing on the role of the waiter or restaurant rather than the chef and the planning process.

Question 12

This question was well answered, with the majority of learners able to identify one of several possible answers.

Question 13

This generally proved straightforward, with the majority of learners identifying the need to be helpful and friendly and gaining the marks with little trouble. There were also other options and, so long as they focused on the behaviour of staff, learners generally gained both marks.

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 March 2017

Maximum mark	**20**
Pass mark	**15**
UMS mark	**6**