Principal Examiners' Report

May 2017

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 1-2

Almost all learners answered Questions 1 and 2 correctly.

Question 3

This multiple choice question was reasonably well answered. The correct answer was C, 'traffic lights often slow down traffic and cause congestion'. Some learners selected B, 'when traffic lights fail it always causes a traffic jam'. According to the text, 'when traffic lights fail, traffic jams are reduced by 60%' – the opposite of B. Some learners relied on own assumed knowledge rather than reading the text carefully.

Question 4

This straightforward question was very well answered. Mini-roundabouts are said to regulate traffic better than traffic lights. Most incorrect answers suggested '80% of traffic lights should be switched off'.

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.' Answers included 'sub-headings' and 'bullet points' even though none appeared in the text.

Question 6

This question was not always well answered. Learners were asked to give two examples of ways that traffic jams damage the economy. Some learners wrote about damaged health and stress rather than linking their answer to damaging business and the economy. A number repeated the question, 'traffic lights damage the economy' without explaining how.

Question 7

Many learners were able to give two ways that traffic lights affect people who drive to work. The 'stress' of the journey and 'being late' were easily identified. Others wrote about the damage to health and the journey being more expensive as well as slower.

Question 8

Almost all learners correctly identified B, 'invite people to a public meeting' as the main purpose of Text B.

Question 9

Most learners were able to gain at least one of two marks in this question. Some incorrectly selected option B, 'The High Street has 22 sets of traffic lights'. Text B contains information about 'the 22 sets of traffic lights in the town'. However, High Street has only 4 sets of traffic lights. Marks were also lost because of the selection of only one option.

Question 10

This question asked learners to identify two groups of people who have complained about the traffic lights on the High Street. The correct answers were 'shoppers', 'taxi drivers' and 'shopkeepers'. Incorrect answers included 'the Mayor', 'the council', 'the public', 'pedestrians', 'concerned parents' and 'the elderly'.

Question 11

Learners were asked to give two detailed pieces of information about the public meeting. Answers such as '8pm at the Town Hall' or '12th June, doors open at 7 30' were awarded two marks. No marks were given for vague answers: 'where to go and when' as the question had asked for precise information. Most were awarded two marks or none.

Question 12

Almost all were awarded a mark for identifying a 'pedestrian', a 'pelican' or a 'zebra' crossing as the type of crossing no-one wanted on the High street.

Question 13

Almost all learners were able to identify two groups of people who rely on traffic lights to cross the High Street safely. A few incorrectly suggested 'the public', 'drivers' or 'pedestrians'. Marks were lost because of the destination being identified rather than the relevant group of people, examples including the 'Health Centre' and 'Nursery School'. A few wrote about 'ill people' and 'disabled people' but gained just one mark as they both belonged to the same group of people visiting the Health Centre.

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

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

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