

Principal Examiners' Report

November 2017

Pearson Edexcel Functional Skills
English Reading Level 2 (E202)

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November 2017 Reading L2 Centre Report.

This paper provided an appropriate and accessible opportunity to assess reading skills at level two for the majority of learners. The paper included material from three texts on the topic of working abroad. The questions differentiated effectively and the full range of marks were awarded with relatively few blank responses encountered during marking.

Question 1:

This multiple choice question seemed to pose few difficulties for the vast majority of learners, with most successfully gaining the mark by correctly selecting option B (reading online newsletters will help you find a job abroad). This question assesses the skill standard L2.2.4 (Detect point of view, implicit meaning and / or bias).

Question 2:

This question differentiated effectively. The first phrase 'satisfy your curiosity' was generally less well understood than the second 'soak up the experience'. Where learners tended to drop marks with the first phrase was that they often simply reworked the wording of the phrase, these responses failed to show an understanding of 'curiosity'. With regard to the second phrase some candidates focused on the idea of 'finding things out' rather than the idea that working abroad was an opportunity to absorb new culture or experiences, this led to answers which were more appropriate to the first phrase being offered. Despite the challenges of the question most learners were able to gain at least one of the available two marks. Centres should provide learners with relevant opportunities to practise the skills required for this question by exposing them to a range of phrases and asking them to explore the intended meaning of the writer. The question assesses the standard L2.2.4 (Detect point of view, implicit meaning and / or bias).

Question 3:

This question performed well with the vast majority of responses gaining the mark. Occasional examples of content only answers were encountered, which lacked a purpose as to why the text was written. There were a very small number of responses encountered with generic purposes cited, such as 'to inform'. Some learners inaccurately identified the main purpose of Text A as 'to persuade'. Centres should teach learners to provide a purpose which is securely rooted in the content of the text in order to gain the mark. This question assesses the skill standard L2.2.3 (Identify the purposes of texts and comment on how meaning is conveyed).

Question 4:

This question proved very accessible with almost all learners gaining the mark. The most common correct answer was 'volunteers work and stay with host families'. Occasionally learners dropped the mark by incorrectly referring to answers that were not directly linked to accommodation, such as 'help with finding a job'. This question assesses the skill standard L2.2.5 (Analyse texts in relation to audience needs and consider suitable responses).

Question 5:

This multi-choice question did not pose too many difficulties for learners, with the majority successfully gaining the mark by correctly identifying option C (can help you reach your potential). This question assesses the skill standard L2.2.4 (Detect point of view, implicit meaning and / or bias).

Question 6:

Once again this multi-choice question did not present too many difficulties for learners, with most able to gain the mark by correctly identifying the quotation selected was an example of 'a slogan' (option D). This question assesses standard L2.2.3 (Identify the purpose of texts and comment how meaning is conveyed).

Question 7:

This question saw the full range of marks awarded and therefore it differentiated effectively. Some learners simply gave quotes or paraphrased sections of the text without reference to ways used to engage the reader. However, many scored at least two marks for identifying a relevant writing methods or 'way' and providing an appropriate supporting example. Rhetorical question and (Bold) Heading were the most popular correct answers. However, the maximum mark of four was rarely awarded. A significant proportion of learners gained one or two marks for correctly identifying writing approaches or ways to engage the reader but then failed to provide relevant supporting examples. To gain full marks learners needed to correctly identify two ways and provide a supporting example from Text C for each.

Question 8:

This question performed well and a full range of marks were awarded across the cohort. Most learners were able to access at least three of the available marks. Examples of maximum marks being awarded were fairly rare but many responses were awarded the maximum five marks. However, there were also a number of often very lengthy responses that scored only one or two marks because they only drew on material from one text, typically Text A. Occasionally responses did not focus on the question and included material not specifically linked to advising a friend on preparing to work abroad, for example explaining what 'Voluntourism' is or describing how you can work in the UK instead. This question assesses L2.2.5 (Analyse texts in relation to audience needs and consider suitable responses). Centres should note that learners are not expected to produce responses in any particular format but it should be clear that both texts have been utilised to gain information.

Question 9:

This question was accessible for the vast majority of learners, with most gaining at least one of the available two marks. Where marks were dropped it tended to be in relation to Text C. Some learners dropped marks by including answers that gave advice on how to get prepared for working abroad, for example 'check out online newsletters'. This question assesses the skills standard L2.2.4 (Detect point of view, implicit meaning and / or bias). In this question learners are expected to quote directly from the text.

Question 10:

This question differentiated very effectively. There were some examples of the maximum marks being awarded but these were quite rare and restricted to learners able to identify clearly and precisely multiple different ideas. However, it was common for learners to score in the lowest marking band because they failed to show how the ideas were different in the two texts. It was quite typical to see multiple examples taken from the texts without the ideas being 'reasonably precisely' identified as stipulated in the mark scheme. These responses tended to simply reproduce sections of the texts as quotes or paraphrased statements. Less common were responses that did identify different ideas but were still restricted to the lower marking band as no examples were provided. This question assesses the standard L2.2.2 (Select and use different types of text to obtain and utilise relevant information).

Question 11:

In general this question proved quite accessible. A small proportion of learners failed to score any marks for this question as they selected the

incorrect text. However, the vast majority were able to correctly select Text A. However, where some candidates did then lose marks was in terms of identifying a reason. Often reasons were too vague, for example 'gives information about communication' or in some cases no real reason was provided and two examples given instead. This limited some responses to one mark.

Centres should encourage learners look for a valid reason, which meets the purpose as outlined in the question and shows why the selected text is the most suitable. Learners also need to understand the difference between giving a reason and providing an example.

Question 12

This question performed well with the vast majority of learners gaining at least two marks and many gaining the maximum three marks. Where candidates dropped a mark it tended to be for Text B where some learners gave insufficiently developed responses that did not directly address how working abroad could develop employment or career prospects. This question assesses the standard L2.2.1 (Select and use different types of text to obtain and utilise relevant information). In this question learners are required to quote or paraphrase directly from the relevant text

Question 13:

This question did not pose too many difficulties for learners, with the majority successfully gaining the mark by correctly selecting option B. This question assesses the skill standard L2.2.2 (Read and summarise succinctly information / ideas from different sources). Learners are required to utilise information from two texts in order to select the correct response.

Pass mark for E202 in November 2017

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| Maximum mark | 30 |
| Pass mark | 19 |
| UMS mark | 6 |

Ofqual
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