Principal Examiners' Report

October 2017

Pearson Edexcel Functional Skills
English Reading Level 1 (E102)

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Functional Skills English Reading Level 1: E102

October 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.   It was especially pleasing to see so many correct answers to question 1, as questions requiring the identification of purpose have sometimes poses problems on this paper.

Question 4

Most learners answered this correctly. There were several possible answers and the majority of learners had no problem identifying one of them for the mark.

Question 5

Although many learners gained both marks for this question and the number doing so continues to increase, there are still some who fail to gain both marks and a substantial minority who fail to gain any. As is often the case, many simply didn't understand the requirements of the question and gave a content-based answer. Others identified 'bullet points' but this was not a feature of this text.

Question 6

This question was generally answered very well, with a reasonably wide variety of possible answers;

Question 7

Many learners were able to identify two correct reasons here. However, the requirement to identify stages in a process was clearly something that some found challenging. Answers required a verb – it was not enough simply to cite nouns such as 'kernels' or 'saucepan' and the candidates who did this lost one or both marks.

Question 8

The majority of learners answered this question correctly.

Question 9

This question was generally well-answered, though some learners offered only one answer and others were clearly distracted by Option A, perhaps because this was something that made sense and appealed to prior knowledge. Learners should be reminded that, whatever external knowledge they bring to the paper, it is important to ensure they draw answers from the text.

Question 10

This was generally answered very well. Some learners lost marks due to a failure to answer in the negative (ie they gave 'smoking' rather than 'don't smoke') but these were in the minority.

Question 11

On the whole, this was very well answered with all five possible answers regularly seen.

Question 12

Occasionally learners gave 'crisps' as an answer, but the majority were able to identify 'fatty foods' correctly.

Question 13

The majority of learners answered this correctly. Some learners simply answered 'get more exercise' or equivalent and thus lost one or both marks, but the majority were able to identify the types of exercise required.

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 October 2017

Maximum mark	20
Pass mark	15
UMS mark	6

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