

Principal Examiners' Report

February 2018

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 1-3

Almost all learners answered Questions 1 and 2 correctly. Question 3, which asked learners to identify which one of the following statements is true, was less well answered. The correct answer was D, 'Will's new home is close to shops'. Some selected A, 'Will's new home is gloomy and damp' or B, 'Will's new home has a small kitchen'.

Question 4

Most learners were able to correctly identify 'Herringbone' as the street where Will used to live. A small number answered 'Stapleton'.

Question 5

Many learners gained both marks in this question, often for identifying a 'heading', a 'picture' and 'bold'. A few wrote about 'bullet points' and 'sub-headings', which were not present in Text A. There were some generalised answers giving content and a small number of learners wrote about punctuation.

Question 6

Questions 6 and 7 required an understanding of the chronology of preparing to move house and the actual day of moving house. The emboldened words, '**before the day**' in question 6 and '**on the day**' in question 7 were intended to emphasise the difference between these two questions.

Question 6 asked learners to suggest two things to be done before the day of the house move. 'Packing things', 'labelling boxes' and 'telling the landlord' were frequently seen correct answers out of a total of seven possibilities. Incorrect answers to question 6 tended to include things to do on the day of the move or else lacked precision: 'check cupboards' and 'confirm the date'.

Question 7

Learners were asked to identify two things to be done on the day of the house move. This was generally well answered, although marks were lost when learners gave things to do before the day. Some learners gave answers not found in the text: 'check you have taken everything' and 'say goodbye to neighbours'.

Question 8

Most learners were able to correctly identify the main purpose of Text B as B, 'advertise a house removal service'.

Question 9

This question, which required identification of two true statements, was generally well answered. The two correct answers were C, 'They can sort out parking problems' and E, 'Their team wears uniforms'. A few selected B, 'There is no extra charge for packing items' despite Text B explaining 'For an additional charge we can pack all your things in boxes'. A considerable number of learners selected just one answer.

Question 10

Most learners were able to gain both marks for correctly identifying two ways to pay Move Smooth. Marks were lost because of 'card' rather than 'credit card' or 'debit card' and 'transfer' rather than 'bank transfer'. The text made no reference to 'direct debit'.

Question 11

This was a relatively straightforward question requiring learners to give two pieces of information to show what customers think about Move Smooth. Most marks were awarded for 'polite', 'efficient' and 'excellent customer service'. Marks were lost because of extremely brief answers as well as answers which did not give the opinion of satisfied customers. 'They have moved lots of families', 'they do a free valuation service', 'they promise to make house moving easy' and 'they plan it down to the last detail' were not statements made by satisfied customers but were aspects of the service which appealed to the reader.

Question 12

This question, asking the amount of a Move Smooth deposit, was extremely well answered, with most learners correctly identifying '£50'.

Question 13

This question asked learners to identify two things that help Move Smooth work out the price of a move. Many gained two marks for 'how far' and 'how long it takes'. There were five correct answers to choose from.

Marks were lost when the question was not answered, 'they can give you a fixed price' or the learner failed to be precise, 'they charge extra for other services', failing to state what the services were. Other incorrect answers failed to focus on the question: 'free no obligation survey', 'check the price list' and 'they plan every last detail'.

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.

Pass mark for E102 in February 2018

Maximum mark	20
Pass mark	15
UMS mark	6

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