Principal Examiner's Report

January 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 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 were a number of incorrect answers to Q2, where learners incorrectly selected Option A. which perhaps suggests some confusion between information relating to the Olympic Games and the Sainsbury's School Games.

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 or identified punctuation marks. Others identified 'bullet points' but this was not a feature of this text.

Question 6

Many learners failed to focus on the required 'personal skills' in their answers, often identifying health benefits, exercise or simply 'experience' in their answers.

Question 7

There were numerous incorrect answers to this question, which asked for examples of types of work. As with Q6, many instead gave very general answers.   Indeed, it was noticeable that many appeared to see this question almost as an extension to Q6, with often similar information given. Others gave speculative answers, such as 'footballer': it is crucial that all answers given in this paper relate back to the text.

Question 8

The majority of learners answered this question correctly.

Question 9

This question was generally well-answered, though it is still the case that some learners are offering only a single answer. The question clearly states that two answers are required for this question and those learners who overlook this instruction are unnecessarily penalising themselves.

Question 10

This was generally answered very well, with most learners finding little difficulty in identifying two items that can be recycled. Again, however, some answers contained examples of items evidently taken from everyday experience rather than the text.

Question 11

Many learners clearly found difficulties in identifying the required information here. It was important to be specific about the ways in which businesses could help and, as such, identifying the quiz night or fun run was not enough: the role of businesses in providing sponsorship or prizes in relation to these events was required here.

Question 12

This question was generally answered correctly.

Question 13

A wide range of answers was possible here and the majority of learners gained both marks available, though a minority saw this as a question relating to recycling. Again, reading the question closely is crucial and a failure to do so inevitably leads to marks being lost.

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 January 2018

Maximum mark	**20**
Pass mark	**15**
UMS mark	**5**