Principal Examiners' Report

January 2018

Pearson Edexcel Functional Skills English Reading Level 2 (E202)

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January 2018 Reading L2 Centre Report.

This paper provided a relevant opportunity to assess reading skills at level two for the majority of learners who were entered in this series. The paper included material from three texts on the topic of cleaning and technological developments in the sphere of household chores. 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 be fairly accessible for the vast majority of learners, with most able to gain the mark by correctly selecting option D (many smart household gadgets are already available). This question assesses the skill standard L2.2.4 (Detect point of view, implicit meaning and / or bias).

Question 2:

This question differentiated very effectively. The first phrase 'marvel of modern science' was generally less well understood than the second 'living the dream'. With regard to the first phrase, a common error was that learners failed to capture the sense of exceptional or out of the ordinary advances in modern science. Some learners gave examples of innovative inventions but did not make reference to the special nature of modern technology itself. With regard to the second phrase some candidates focused on the idea of saving time rather than having a better, easier or more luxurious life. Despite the challenging nature of this question most learners were able to gain at least one of the available two marks. Centres should provide learners with a wide range of appropriate opportunities to practise the skills required for this question by exposing them to examples of different texts 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. These responses lacked a purpose or reason as to why the text was written, for example 'It's about modern technology'. There were a very small number of responses encountered with generic purposes cited, such as 'to inform'. 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 'listen to music'. In fact it was quite rare to encounter other correct responses, which were in line with the mark scheme. It was also rare to find an incorrect response to this question. 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 proved to be straightforward for the majority of learners who were able to successfully gain the mark by correctly identifying option B (some people try and get out of helping with chores). 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 differentiated well and consequently posed difficulties for some learners. A common incorrect response was option D (slogan). However, many learners did gain the mark by choosing the correct option A (simile). 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. A relatively small proportion of learners simply gave quotes or paraphrased sections of the text without reference to language features. However, many scored at least two marks for identifying a relevant language feature and providing an appropriate supporting example. Rhetorical question and statistics were the most popular correct answers. Many learners were able to score the maximum available four marks. However, some learners gained one or two marks for correctly identifying one or two language features without providing relevant supporting examples. To gain full marks learners needed to correctly identify language features and provide a supporting example from Text C for each. Common incorrect responses, included 'facts' and 'paragraphs', centres should note that these responses are never considered credit worthy examples of language features.

Question 8:

This question performed well and a full range of marks were awarded across the cohort of entries for this paper. Most learners were able to access at least three of the available marks. Examples of maximum marks being awarded were not uncommon. 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 B. The most common reason that learners dropped marks for this question was that they included examples of technology that did not specifically help with household chores, for example 'coffee machine' or 'scales that monitor health', whilst these advances are mentioned in Text A they do not help with cleaning the home so are not relevant answers to the question posed. 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. This question assesses L2.2.5 (Analyse texts in relation to audience needs and consider suitable responses).

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 compared the amount of time spent by men and women cleaning the home rather than demonstrating that working hours are going up. 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 fairly rare and restricted to learners able to identify clearly and precisely multiple different ideas. However, it was very common for learners to score in the lowest marking band because they failed to show how the ideas were different in the two texts. These responses typically scored one or two marks. It was quite typical to see multiple examples taken from the texts without the ideas being clearly identified or different ideas identified without examples being cited. Centres should encourage learners to practise this style of question and reinforce the point that ideas should always be supported by appropriate examples from the texts. 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. When learners did identify Text A some went on to lose marks by failing to identify a relevant reason. Often reasons were too vague, for example 'gives information about technology' 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 a supporting 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 A where a common incorrect error was 'cleaning the oven'. 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 where 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 January 2018

Maximum mark	**30**
Pass mark	**19**
UMS mark	**6**