

Principal Examiners' Report

June 2018

Pearson Edexcel Functional Skills
English Reading Level 1 (E102)

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E102: Level 1 Reading June 2018 Principal Examiner's Report

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, on Q1 many learners selected Option D even though the correct answer was signalled in the heading.

Question 4

A number of learners answered this question incorrectly, giving answers that focused on the benefits of cycling rather than ways of encouraging cycling, as the question asked. Again, the need to focus on giving precise answers is stressed here.

Question 5

Although many learners gained both marks for this question, there are still many 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 features such as 'bullet points' or 'picture', but these did not feature in this text.

Question 6

This was a question that often yielded full marks, as long as learners focused on the content of the text. Those who lost marks often identified problems that came from their own experience of using buses. Again, it is important to focus what is in the text rather than drawing on personal experience.

Question 7

Although many learners answered this correctly and gained both marks, there were many incorrect answers. Often, learners ignored the words 'apart from' in the question and identified parking-related issues. Others gave general reasons why it was a bad idea to venture into the city centre in a car. Once again, the need to focus on giving precise and relevant answers cannot be stressed too strongly.

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.

Question 10

This question was generally answered very well, though some learners failed to gain marks by giving answers related to general improvements and not those inside the trains, which again was a case of not focusing on the precise wording of the question. As with Q6, some appeared to focus on their own experiences of trains rather than the content of the text.

Question 11

Again, learners who focused on environmental benefits, rather than general benefits, had few problems with this question. As was the case with the question above, though, many opted to give general improvements made to trains rather than focusing specifically on environmental elements.

Question 12

This question was often poorly answered, with many speculating widely on possible problems that might occur rather than focusing on the direct effects on wildlife/nature and the issue of inconvenience.

Question 13

This question was generally answered very well with the majority of learners able to identify two measures being taken to look after wildlife, though again some answers did not focus sufficiently on the text and gave speculative responses. However, these were relatively small in number here.

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 June 2018

Maximum mark	20
Pass mark	15
UMS mark	6

Ofqual



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