

# Principal Examiners' Report

June 2018

Pearson Edexcel Functional Skills  
English Reading Level 2 (E202)

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

June 2018

Publications Code E202\_01\_1806\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

## **E202: Level 2 Reading June 2018 Principal Examiner's Report**

### **General comments**

This paper was based on the topic of complaining, with the three texts being based on different aspects of this theme. The topic was clearly a familiar one for learners and the texts were accessible. The paper differentiated successfully and the full range of marks was awarded, depending on how accurately the questions were answered.

### **Question 1**

This was a multiple choice question and most learners were able to answer it correctly by identifying the answer as A: 'complaining by letter or phone can be time consuming'. A common error was for learners to select option C: 'companies prefer to receive complaints by social media'. The text stated that companies often needed to set up Twitter accounts to deal with complaints, not that this was their preferred method of receiving them.

### **Question 2**

Most learners performed well on this question and many were able to accurately explain the meaning of both quotations. Those who only got one correct, were generally able to explain 'driving you up the wall', by picking up on the fact that this showed that companies were annoying, but were less successful in explaining what 'oblivious to my complaint' meant.

Some learners copied out sections of the text as their answer, rather than attempting to explain the quotation as is required.

### **Question 3**

To gain a mark for this question learners needed to identify why the text was written and also to link this to the topic of the text, e.g. 'to tell you about using Twitter for complaints'. In general this question was answered well but there were also a number of learners who did not give enough detail, e.g. just writing 'to inform'. Other learners were able to describe what the text was about but were not able to give a sufficiently precise purpose, e.g. 'It's about complaining'.

### **Question 4**

Most learners were able to gain a mark for this question by giving an idea from Text B as to why people avoid complaining. The most popular answer was to avoid spoiling the evening. Learners who got this question wrong had not read the question sufficiently carefully and gave answers explaining why people might avoid complaining via social media, rather than why they might not complain at all.

### **Question 5**

This was a multiple choice question and most learners were able to answer it correctly by selecting option B. This question tests understanding of implied meaning and so learners need to be able to read between the lines to find the correct answer.

### **Question 6**

Most learners were able to gain the mark here by correctly identifying the feature used to be informal language. A few learners went for 'rule of three' or 'simile', but these answers were clearly incorrect.

### **Question 7**

A number of learners gained four marks for this question by successfully identifying two methods used by the writer to present ideas and giving two relevant supporting examples. The most common correct methods identified were the use of headings/subheadings, the use of short sentences and the use of direct address.

There were still some learners who did not provide methods used by the writer, but just copied out two quotations from the text. These responses could not be rewarded as no 'method' was identified. In some other cases learners identified a method, but did not provide an example and so were limited to one mark for each method. A few learners incorrectly referred to the use of statistics, referencing the fact that there was a date in the text.

### **Question 8**

Learners responded well to this question and managed to find appropriate points from Text A and Text B on why complaining is worthwhile. Most learners achieved at least three marks and many did better than this by selecting multiple relevant and precise ideas from both texts. The most common mistake here was learners misreading the question and advising their friends on how to complain, rather than on why it was worthwhile. Other learners referred to ideas from their own experience, rather than ideas that were in the text.

### **Question 9**

This question was answered well by most learners, with many gaining the two marks available. Where learners made mistakes with this question it was usually because they failed to read it carefully and found quotes that related to the damage that complaints can cause, rather than the volume of complaints that companies receive.

### **Question 10**

Most learners were able to find relevant ideas from each text, but they needed to link these in order to secure three marks or above, by using words like 'similarly' or 'also'. Some learners wrote about the two texts separately and this meant that they could only achieve two marks for this question. More able learners made one or more comparisons between the texts (e.g. 'both texts say that it is important to include evidence when complaining') and were able to achieve three marks or above.

### **Question 11**

Most learners correctly identified Text A as being the most suitable for someone preparing a presentation on why social media is effective for complaining. Most of these learners were then able to give an appropriate reason for selecting Text A, e.g. 'Because it gives examples of how Twitter has worked for complaints'. Some learners failed to gain a mark for a reason as they just quoted from the text here. The majority of learners who gave a valid reason went on to provide an appropriate example from the text.

**Question 12**

This question asked learners to find one piece of evidence from each text suggesting that complaints can be damaging for companies. Most learners were able to do this successfully, with the majority scoring at least two marks.

**Question 13**

This was a multiple choice question and most learners were able to answer it correctly by selecting option C: 'Text A and C both indicate that ways of complaining are changing.' This question requires identification ideas that are in two of the texts. The most common error is learners identifying ideas that are in one text only.

**Recommendations for Centres**

1. In order to be well prepared for this test, learners should have access to a wide range of texts that have been written for different audiences and purposes. Learners should also practise comparing ideas from texts that are on similar themes. This will help learners to feel confident when sitting these papers.
2. During exam preparation, learners should practise each type of question to understand clearly what is being asked of them. This should include guidance on crucial words in the exam rubric, e.g. the difference between giving a reason and giving an example. This would be particularly helpful for Q4 and Q11. Learners also need to understand that Q7 requires them to identify a method/language feature that the writer uses to convey meaning, rather than just quoting from the text. Practice in identifying the methods used in a range of texts would be very useful.
3. When centres are preparing learners for this assessment, it is important that there is the opportunity to practise a wide range of reading strategies. Learners should be able to find points that are both explicit and implied and also be able to recognise techniques that writers use to try and convince readers to agree with their point of view. It is also vital that all learners are aware that they are being tested on their reading skills and so all answers must be rooted in the text, rather than based on their own experience.
4. Finally, centres should advise learners to manage time carefully and to ensure that they attempt all questions. On this paper a number of learners missed out on potential marks by not answering Questions 12 and 13.

Pass mark for E202 in June 2018

---

Maximum mark	<b>30</b>
Pass mark	<b>19</b>
UMS mark	<b>6</b>

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London WC2R 0RL