

Principal Examiners' Report

May 2018

Pearson Edexcel Functional Skills
English Reading Level 1 (E102)

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E102: Level 1 Reading May 2018 Principal Examiner 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.
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.

Question 1:

Almost all learners answered Question 1 correctly.

Question 2:

This question was slightly less well answered. Asked to select a way to avoid noise, according to Text A, a number opted for A, 'Use an app that plays music'.

The correct answer was D, 'Use the quiet carriage on a train'.

Question 3:

Almost all learners answered Question 3 correctly.

Question 4:

This straightforward question about how noise can affect our health was very well answered. There were four possible answers – 'stress', 'heart disease', 'increased cholesterol' and 'disturbed sleep'.

Most incorrect answers lacked the necessary detail for the mark. 'Sleep' needed to be 'disturbed sleep' and 'cholesterol' needed to be raised.

Question 5:

Most learners were able to identify at least one feature of Text A that helps to present information. Many identified 'heading', 'picture' and 'bold.' Answers included 'sub-headings' and 'bullet points' even though none appeared in the text.

There were some explanations of content as well as examples of punctuation, most frequently 'question marks'. Some learners generalised without giving examples of features. 'The information is clear' and 'it gives helpful information' cannot be awarded marks.

Question 6:

This question was very well answered, with most learners gaining two marks. It asked for two ways your friend can make her house less noisy. A small number lost marks because of giving answers appropriate to an office (Question 7) or to travelling on a train.

A small number wrote 'carpets' and 'rugs' thinking they had given two answers.

Question 7:

This question was less well answered than the previous question. The context was an office where noise disrupts work. Learners were asked to suggest two ways to avoid noise disrupting their work.

Incorrect answers included 'earphones' rather than 'headphones' and 'apps that play music' rather than 'apps that play background noise'.

Some wrote 'play background music' rather than 'do not play music' and a small number gave common sense answers that were not rooted in the text.

Question 8:

Almost all learners correctly identified C, 'say what action the Noise Team might take' as the main purpose of Text B.

Question 9:

Almost all learners were awarded two marks for identifying two correct statements.

The correct answers were C, 'The Noise Team will visit on a Wednesday' and F, 'The Noise Team may carry out an investigation'.

A small number selected only one option.

Question 10:

This straightforward question asked for two things Mr Patel should write in his noise diary.

Most were awarded two marks for 'date' and 'time'.

Only extremely vague answers such as 'noise' failed to gain marks.

Question 11:

This question was reasonably well answered. It asked for two things the council would advise your friend to do to resolve the problem of a noisy neighbour.

Incorrect answers included 'contact the council' rather than 'contact the Noise Team' and repeating some of the detail already given as an answer to the previous question: 'take a note of the time, the date' and so on.

A mark was given for 'keep a diary' but not for the content of that diary. Some learners suggested setting up 'recording equipment' and there was a lack of clarity when writing about 'speaking to the neighbour'. It was not always clear whether this was the neighbour making the noise or neighbours who were affected by the noise.

Question 12:

This was a very straightforward question which was well answered. Almost all learners were able to give one way to contact the Noise Team.

Question 13:

This question asked for two things the Noise Team might do after they had recorded the noise at Mr Patel's house. It was generally well answered.

Most learners gained two marks for 'analyse noise levels and produce a report' or 'send an enforcement notice and take them to court'.

A few responded with what Mr Patel should do rather than what the Noise Team should do.

Other incorrect answers included 'set up recording equipment', 'investigate' and 'fine them'. The question explained that the Noise Team had already made recordings and a fine would be a possible outcome of being taken to court rather than something imposed by the Noise Team.

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 May 2018

Maximum mark	20
Pass mark	15
UMS mark	6



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