

# Principal Examiners' Report

May 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)

May 2018

Publications Code E202\_01\_1805\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2018

## **E202: Level 2 Reading May 2018 Principal Examiner Report**

This paper provided an appropriate medium to assess reading at Level two for most of the learners who were entered in this May series. The paper included material from three texts on the topic of walking. 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 accessible for the majority of learners, with most able to gain the mark by correctly selecting option C (the environment can benefit if people walk more). 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 'Get people onboard' was generally better understood than the second 'moderate intensity'. With regard to the first phrase, a common error was that learners failed to capture the sense of encouraging others to get involved. In terms of the second phrase, where learners failed to gain the mark it tended to be because they failed to capture the sense of moderate or 'medium effort'. 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 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 walking'. 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 challenging for many learners. A significant proportion of learners failed to demonstrate why the text was useful for people interested in street safety. Instead many learners quoted or paraphrased from the text. Some learners referred to the health benefits of walking rather than safety improvements. This question assesses the skill standard L2.2.5 (Analyse texts in relation to audience needs and consider suitable responses).

**Question 5:**

This multiple-choice question proved to be straightforward for most of learners who were able to successfully gain the mark by correctly identifying option C (there are economic benefits to make streets safe). This question assesses the skill standard L2.2.4 (Detect point of view, implicit meaning and / or bias).

**Question 6:**

This multiple-choice question differentiated well and consequently posed difficulties for some learners. A common incorrect response was option B (Metaphor). However, many learners did gain the mark by choosing the correct option A (Alliteration). 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 'figures' were the most popular correct answers. However, many learners were able to correctly identify features such as 'rule of three' or 'onomatopoeia'. 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 the text for each of the features identified. 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 common. However, there were also a number of responses that scored only one or two marks because they only drew on material from one text, typically Text A. Some learners dropped marks for this question because they included points that did not link to the physical benefits of walking and instead referred to safety or environmental benefits. 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 used. 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 referred to pedestrians becoming distracted when walking. 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 very 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. Learners who did correctly identify differences between the texts typically referred to the texts being positive / negative about walking. 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 very 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 or simply repeated the wording of the question. In some responses no real reason was provided and two examples given instead. This limited some responses to one mark. The most popular correct reason given linked to the text providing advice on suitable clothing or shoes. 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 learners dropped a mark it tended to be for Text C where a common incorrect response was 'an article'. 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 were 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 A. 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 May 2018

---

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



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



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