

Principal Examiners' Report

February 2016

Pearson Edexcel Functional Skills
English Reading Level 1 (E102)

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Functional Skills English Reading Level 1: E102 - February 2016

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.

Questions 1-3

Almost all learners answered Questions 1 and 2 correctly. Q3 asked for the selection of one correct statement about people who work abroad. The answer was B, 'They will be highly valued by employers'. Some learners chose D, 'They will gain good qualifications', or A, 'They must have good language skills'.

Question 4

Most learners were able to identify one reason from Text A that people give for not wanting to work abroad. Incorrect answers included 'being away from family and friends' and 'being out of your comfort zone'. The text did not give these as reasons for not wanting to work abroad.

Question 5

This question was generally well answered, with many learners gaining both marks, often for identifying 'bullet points', 'heading', 'picture', and 'bold.' Some answers referred to 'Benefits' and 'Opportunities' rather than naming 'sub-headings' as a feature. A few wrote about 'sub-titles' rather than sub-headings and some wrote about content or identified specific examples of punctuation.

Question 6

This question asked for two jobs that your friend could do abroad. Text A contained six different types of job and most learners were able to gain both marks. Most incorrect answers were extremely short or else vague: 'sport', 'kitchen', 'instructor', 'work in the holiday park industry' and 'work in the kitchen'. Learners needed to identify a specific job.

Question 7

This question was reasonably well answered, with almost all learners gaining at least one mark for identifying ways that working abroad can benefit your friend's career. Marks were lost because of vague and incomplete answers and for answers based on own knowledge and experience which were not rooted in the text. Responses such as 'language skills' failed to show a benefit. Learners needed to identify 'improve language skills' or 'develop language skills'. Similarly, 'moving abroad' and 'your career will benefit', repeated the question, with no benefit identified. Other learners gave one reason, which they repeated: 'They can cope in a different place' and 'they can manage away from family and friends'.

Question 8

Most learners were able to correctly identify the main purpose of Text B as C, 'tell you how to apply for a European Health insurance Card'.

Question 9

This question, which required identification of two true statements, was well answered by those who read the question carefully and took note of the fact that the applicant lived in Scotland. The two correct answers were B, 'date of birth' and F, 'Community Health Index number'. A considerable number selected D, 'National Insurance number', which was correct for an applicant living in England and Wales, but not for someone resident in Scotland. A few learners selected just one option.

Question 10

Most learners were able to correctly identify at least one feature of a web page. Incorrect answers included, 'because it is a screen shot', 'it tells you to download the application' and 'it looks like a web page'. A number of learners cited having an email address as evidence of being a web page. Marks were awarded for a wide range of features, including 'menu', 'toolbar', web address (expressed in a variety of ways), 'search bar' and 'icons'.

Question 11

This was a relatively straightforward question requiring learners to identify two ways they could apply for a European Health Insurance Card. Many gained two marks for 'apply by post' and 'phone 0300 330 1350'. Others wrote 'download the application' and apply 'online'. Some marks were lost because of one word answers.

Question 12

This question was well answered, with most learners writing 'show proof of residency' or 'apply by post'.

Question 13

Most learners gained at least one mark for identifying reasons why your friend should apply for a European Health Insurance Card. Most wrote that 'EHIC is free' and 'you get free healthcare'. Incorrect answers tended to repeat the question rather than answering it and some explained that 'companies charge a fee to help you apply, but you do not need to pay'.

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 February 2016

Maximum mark	20
Pass mark	14
UMS mark	6



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