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Principal Examiners' Report

January 2017

Pearson Edexcel Functional Skills English Reading Level 1 (E102)

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Functional Skills English Reading Level 1: E102   1701   .

January 2017

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 questions 1 and 3 straightforward with the majority answering correctly.

Question 4

A number of possible answers were available and most learners were able to identify the correct city, although some answers failed to consider the context of the question and incorrectly gave Cardiff as the answer.

Question 5

Although many learners gained both marks for this question, there were many who failed to gain both marks and a substantial minority who failed to gain any. Most common correct answers were 'picture', 'heading' or 'bold' text. Those who failed to gain full marks either usually appeared not to know what was required and gave content-based answers.   A significant number of learners incorrectly identified punctuation marks and this appears to be an increasing tendency.

Question 6

This question was mostly answered well, with several possible answers. Where marks were lost this was usually because of a failure to give specific reasons, relying instead on broad statements, for instance 'they are enjoyable', or material that was not in the text.

Question 7

The majority of learners gained at least a mark on this question and there were many possible answers available. Those who did not often failed to focus on 'disadvantages', treating this question essentially as an extension of Question 6.

Question 8

The majority of learners answered this question correctly.

Question 9

This question was generally well-answered. Where marks were lost, this was often because learners only indicated one answer. This would appear to be a case of a failure to read the question correctly.

Question 10

A number of learners were able to identify two of the three possible reasons and thus gained both marks. However, many sought unnecessarily complex answers to what was a very straightforward question, often incorrectly identifying the Tour de France or baking programmes when all that was required were two from TV, films or social media.

Question 11

The majority of learners answered this correctly, although a number fell down on the requirement to be specific. For instance, it was important for answers to specify 'workers on night shifts' rather than simply 'workers' or 'parents with young children' rather than just 'parents'.

Question 12

This question was well answered, with the vast majority of learners gaining the mark available.

Question 13

This proved a difficult question with many learners failing to focus on examples of more work and instead focusing on the company's expansion or increasing sales. To gain the marks it was again necessary to be specific and identify the work opportunities created.

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 January 2017

Maximum mark	**20**
Pass mark	**15**
UMS mark	**6**

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