

Principal Examiners' Report

October 2016

Pearson Edexcel Functional Skills
English Reading Level 1 (E102)

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 or 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.

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

October 2016

Publications Code E102_01_1610_ER

All the material in this publication is copyright

© Pearson Education Ltd 2015

Functional Skills English Reading Level 1: E102

October 2016

This paper has been successful and a substantial number of learners have gained a pass in Functional Skills Level 1 Reading.

It is clearly evident that centres are preparing their learners well and the success of this paper supports this. 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 the questions carefully and identify key words.
2. Learners should use the evidence in the text, rather than providing an incorrect interpretation or adding from own knowledge or experience.
3. Learners need to be explicitly taught what questions are asking them to do.
4. 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.
5. Some learners need more practice in identifying features of a text that help to present information.

On a positive note, it is good to see that most learners are attempting all questions.

Questions 1-3

Questions 1 and 3 were very well answered with almost all learners choosing the correct option. Question 2 posed more difficulty. A number of learners thought that people in Blue Zones 'have more diseases', rather than the correct answer, 'drink green tea'.

Question 4

Most learners correctly identified five Blue Zones. A small number said there were two, 'Ikaria and Okinawa'.

Question 5

This features question was generally well answered. Many learners were awarded two marks, most often for a 'bold title'. Only a few gave details of content or punctuation or referred to bullet points and sub-headings which were not present in the text. A small number mentioned 'paragraphs' despite being instructed not to.

Question 6

Many learners gained both marks in this question which asked for two examples of the lifestyle in Blue Zones that seem to help people to live longer. Marks were lost because of repeating the question, 'they share the same lifestyle' or 'it depends 25% on their genes', without giving examples of the lifestyle. Others repeated the point about 'diet', thinking they were

giving two reasons. No marks were awarded for 'happy and content' as this is the result of a Blue Zones lifestyle.

Question 7

Asked to identify two types of food people living in Blue Zones avoid, most learners answered 'fast food' and 'sugar'. Most incorrect answers gave examples of foods that are eaten in Blue Zones rather than foods that are avoided. Incorrect answers included 'plant-based foods', 'natural foods, beans, nuts' and 'fish'.

Question 8

Almost all learners correctly identified the purpose of Text B as to 'encourage people to join a new organisation'.

Question 9

Many learners gained both marks for correctly identifying 'The meeting was held on a Friday evening' and 'Mandy is the organiser of Dintone Blue Zoners.' Very few selected just one option. 'Mandy organised a meeting in the city hall' was the most frequently selected incorrect answer.

Question 10

This question was well answered with almost all learners able to identify at least one place where the writer found information about Blue Zones. Incorrect answers included, 'own research', 'Dintone' and 'the guest speaker addressing a meeting'. One mark was awarded for 'article' and 'newspaper' as these referred to the same source.

Question 11

Learners were asked to identify two ways life in a Blue Zone is described. Most gained two marks, often for 'quiet', 'countryside' and 'no stress/no pressure'. Incorrect answers included 'rushing about' and 'hectic lives' which referred to life in Dintone in the context of being very different to life in a Blue Zone. Learners who answered 'quite' rather than 'quiet' were not penalised for incorrect spelling.

Question 12

Almost all learners gained the mark for giving one way to contact the writer of the letter. 'Email' or 'phone' was sufficient to gain the mark.

Question 13

This question was well answered. Many suggested 'walk to the train station' and 'jog' as ways to have a more active lifestyle in Dintone. A few answers were too vague to be awarded marks: 'go outside more', 'change your lifestyle' and 'be more active'. Clearly incorrect were 'eat more healthily', which does not relate to being active and 'rush about and have a hectic life' which does relate to being active but not in the desired context of beneficial activity. The text associates the 'rushing about' in Dintone with 'stress and pressure'.

Examiner tips for the Level 1 Reading paper:

- Centres should explicitly teach learners 'features' of a text which help to present information
- Learners should be reminded to read questions very carefully. They should look for key words and be aware of the focus of the question
- Centres are encouraged to remind learners to refer to the text and avoid adding own knowledge or providing interpretation of the information given
- Learners are reminded that extremely short answers are unlikely to answer the question
- Centres should remind learners that they *can* use a dictionary.

Pass mark for E102 in October 2016

Maximum mark	20
Pass mark	15
UMS mark	6

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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