

Principal Examiners' Report

January 2017

Pearson Edexcel Functional Skills
English Reading Level 2 (E202)

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This paper included reading material around a central theme of technology and payments. Learners generally engaged well with the subject matter and the paper therefore provided an appropriate opportunity for them to demonstrate the skills associated with the Reading Level Two.

Question 1:

This multiple choice question proved to be quite straightforward, with the vast majority of learners correctly identifying Option D, (*smartphone apps will help people with their banking*).

Question 2:

This question required learners to show what the two selected phrases from Text A suggest about the writer's views on the subject of cash and contactless technology. The question assesses the standard L2.2.4 (Detect point of view, implicit meaning and / or bias). The majority of learners were able to gain at least one of the available two marks for this question. However, relatively few learners gained both available marks. The second phrase '*futuristic technology*' proved more challenging than the first phrase. Many learners did not gain the mark for this phrase because they failed to identify that the phrase implies advancements in technology. The first phrase '*death of cash*' seemed to present fewer difficulties for learners with the majority recognising the phrase implied that notes and coins may disappear in the future.

Question 3:

The vast majority of learners were able to accurately identify the purpose of Text A and gain the available mark. Answers in most cases showed a sound understanding of the text and its informative nature. However, some learners lost the mark by failing to identify a reason why the text was written. A small proportion of incorrect responses did not gain the mark because they gave a generic purpose such as '*to inform*'. Some learners gave responses that were insufficiently developed and just referred to technology in general or cash without linking the two ideas.

Question 4:

Most learners answered this question well with the vast majority correctly recognising the idea that Text B was giving different opinions about the use of cash and cards. Some learners failed to gain the mark because they simply repeated a statement from Text B. This question assesses the skill standard LP2.2.5 (Analyse texts in relation to audience needs and consider suitable responses) and as such it is important that learners show an understanding of audience needs in their response.

Question 5:

This question proved to be a challenge for many learners and required careful reading of the text. A significant proportion of the cohort were able to gain the mark by correctly identifying option C (*the majority of people like to buy online*). However, many learners opted for option D, which was a popular distractor.

Question 6:

This question proved to be relatively accessible for the majority of learners; with most able to correctly identify response B as an example of exaggeration (*you must make non-stop trips to the cashpoint*). This question assesses standard L2.2.3 (Identify the purpose of texts and comment how meaning is conveyed). To give learners the best chance of success in this question it is useful for centres to teach learners a wide range of language devices and ensure they have opportunities to practise identifying these in a range of different texts. There is a glossary of key language devices within the Level Two Functional Skills guidance material, which will be a useful teaching resource to support this.

Question 7:

Learners tackled this question with varying degrees of success. Where learners understood what the question was asking for they were generally able to accurately identify at least one method used within the text and provide a supporting example, which enabled them to gain at least two of the available marks. Some learners did drop marks by failing to provide the relevant example. Many learners did not score any marks for this question because they simply lifted sections from the text without any attempt to identify methods used by the writer. This question assesses LP2.2.3 (Identify the purpose of texts and comment how meaning is conveyed) this time in an open response format. To gain the full four marks learners need to correctly identify methods used by the writer and also provide a supporting example from the text in each case.

Question 8:

This question produced some competent responses, which typically scored three marks. More developed responses with more than one idea from each text scored four marks. However, maximum five mark responses were very rare but occasionally encountered. Some responses tended to draw on only one of the two texts, these responses were limited to the lower band (1-2 marks). Some learners included material not directly rooted in either text

Question 9:

The majority of learners found this question very accessible and consequently scored the maximum two marks. Where learners did lose marks on this question it tended to be because they gave insufficiently developed responses that did not demonstrate that contactless spending was increasing.

Question 10:

Learners tended to perform less well on question 10 than on question 8. The main reason responses did not secure marks in middle or upper band was because they did not link similar ideas appropriately or they failed to provide supporting examples from the texts. Where learners were able to link one similar idea and provide an example from each text by way of a quote they tended to score three marks. Responses scoring the full five marks were very rare indeed but were occasionally awarded. Responses in the upper band identified more than one linked idea with precision and provided relevant supporting examples.

Centres should encourage learners to use the two texts carefully and to give specific examples from each text, which demonstrate the similar linked ideas. To gain marks in the higher band it is important to demonstrate how the ideas presented in the texts are similar by using linking phrases and supporting with relevant examples in the form of quotes. This question assesses the standard LP2.2.2 (Select and use different types of text to obtain and utilise relevant information).

Question 11:

Whilst many learners were able to successfully tackle this question by correctly selecting Text A, a significant proportion incorrectly opted for Text B or C, which meant they were unable to gain any of the available three marks. Many learners who correctly opted for Text A were then able to go on and provide a relevant reason and supporting example, which enabled them to gain the maximum available marks for the question. However, a significant number were not able to provide a valid reason for part two of the question. Typical reasons which were not awarded a mark included generic responses such as 'the text provides facts'. Instead of providing a reason for choosing Text A some learners simply paraphrased a section of text.

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 an example.

Question 12:

This question proved to be quite accessible with most learners able to gain at least two of the available three marks. Some learners talked about trends in payments, such as 'some countries are going cash free' instead of identifying how payments may be made in the future. This question assesses the standard LP2.2.1 (Select and use different types of text to obtain and utilise relevant information). In this question learners are expected to quote or paraphrase directly from the relevant text.

Question 13:

This multiple choice question proved unproblematic for most of learners, who correctly selected option C. However, a significant proportion of learners opted incorrectly for D.

Pass mark for E202 in January 2017

Maximum mark	30
Pass mark	19
UMS mark	6



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