

Principal Examiners' Report

May 2017

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 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

May 2017

Publications Code E202_01_1705_ER

All the material in this publication is copyright

© Pearson Education Ltd 2016

Centre report Functional Skills Reading Level Two

This paper included reading material relating to the subject of theme parks. Learners engaged fully with the topic and the paper provided a relevant platform for them to demonstrate their skills and competencies in reading and understanding texts at this level.

Question 1:

This multiple-choice question proved to be quite straightforward, with the vast majority of learners correctly identifying Option B, (*a boost to the local economy*).

Question 2:

This question required learners to explain what two selected phrases from Text A suggested about proposals to build the theme park. 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, the first phrase '*historic announcement*' proved more challenging than the second phrase. Only more able learners were able to correctly identify the implied meaning of the phrase as 'significant' or 'important'. The second phrase '*lightening speed*' seemed to pose fewer difficulties for learners, with the majority of learners understanding the phrase implied 'quick' or 'fast'.

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, although some learners lost the mark by giving generic answers, such as 'to inform'.

Question 4:

The majority of learners found this question quite straightforward. The most common form of correct answer referred to the fact the text discussed four different theme parks. Where learners failed to gain the mark, it tended to be because they simply repeated the words used in the question. This question assesses the skill standard LP2.2.5 (Analyse texts in relation to audience needs and consider suitable responses).

Question 5:

This question proved to be quite straightforward for the majority of learners; with most able to gain the mark by correctly identifying option C (*are attracted by new rides*).

Question 6:

This question discriminated effectively. However, more able learners were able to select the correct option of A (*the rule of three*). This question assesses standard L2.2.3 (Identify the purpose of texts and comment how meaning is conveyed). It is recommended that centres teach learners a wide range of language devices and ensure they have opportunities to identify 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:

This question was answered very well by the majority of learners, with most able to gain at least two of the four available marks and many learners gaining the maximum available marks. However, some learners lost marks by simply giving statements from the text rather than identifying language features. Some learners did identify two separate features but lost marks by failing to provide a relevant supporting example. This question also assesses LP2.2.3 but this time in an open response format. To gain full marks learners needed to correctly identify two language features and also provide a supporting example from Text C in each case.

Question 8:

This question produced some very strong responses, which scored either four or five marks. Many learners used the two texts effectively to produce responses outlining attractions, other than thrill rides, found in theme parks. Responses written as lists or bullet points still scored highly provided they utilised relevant material from both texts. Often very concise responses were still able to score highly as they included multiple, relevant points from each text. Responses limited to the lower band tended to rely on only one of the texts. A small number of learners misinterpreted the question and focused on the economic benefits from building theme parks.

Question 9:

The majority of learners found this question fairly accessible and consequently scored at least one of the available two marks. Where learners did lose marks on this question it tended to be because they simply quoted the number of visitors rather than finding the quotes that demonstrated an increase was occurring in terms of visitors to theme parks.

Question 10:

Many learners tended to perform fairly poorly in this question. Responses scoring the full five marks were very rare but maximum marks were occasionally awarded. The most able learners used relevant examples skilfully and were able to demonstrate clearly how Text A and Text C have different ideas. Less developed responses, which were limited to the lower band, tended to rely solely on one text or they gave examples from both of the texts, by using quotes, but they did not explain why the ideas were different.

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 B, a small proportion incorrectly opted for Text A or C, which meant they were unable to gain any of the available three marks. Many learners who correctly opted for Text B were 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, which also meant they could not gain the mark for the third part of the response. These responses failed to identify why the text would be useful for someone preparing a talk on 'how thrill rides are designed'. Where the mark was not awarded for the reason it tended to be because the learners had simply copied or paraphrased a section of the text for both the reason and the example section of their response.

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 very accessible for learners with the majority able to gain at least two of the three available marks, with many scoring the full three marks by correctly identifying evidence that described how much employment theme parks create. Where learners did lose marks, it tended to be because they gave examples not linked to employment, such as quoting visitor numbers. 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 the vast majority of learners, who correctly selected option C.

Pass mark for E202 in May 2017

Maximum mark	30
Pass mark	19
UMS mark	6



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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

