

Principal Examiners' Report

November 2016

Pearson Edexcel Functional Skills
English Reading Level 2 (E202)

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This paper included reading material around a central theme of crime and burglary. Learners engaged fairly 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 paper.

Question 1:

This multiple choice question proved to be quite straightforward, with the vast majority of learners correctly identifying Option C, (*when it's dark*).

Question 2:

This question required learners to show what the two selected phrases from Text A suggest about the writer's view of burglary. 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, with many gaining both available marks. The second phrase '*despicable activities*' proved more challenging than the first phrase. Many learners did not gain the mark for this phrase because they failed to identify the strength of feeling implied in the word '*despicable*'. The first phrase '*startling statistics*' seemed to present fewer difficulties for learners with the majority recognising the phrase implied a sense of surprise or shock.

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 or advisory 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*'.

Question 4:

Most learners answered this question well with the vast majority correctly recognising the idea that Text B was giving advice or tips to protect your belongings. 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 quite straightforward for most learners; with the majority able to gain the mark by correctly identifying option D (*people do not do enough to reduce the risk of burglary*).

Question 6:

This question proved to be relatively accessible for the majority of learners, with most able to correctly identify response C (*a rhetorical question*). 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 more successfully than in some previous series, suggesting centres are preparing learners appropriately to identify a range of language and / or layout features within a text. Many learners were able to accurately identify at least one language and / or layout feature 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. This question assesses LP2.2.3 in an open response format. To gain the full four marks learners need to correctly identify two language and / or layout features and also provide a supporting example from the text in each case. Learners who failed to gain any marks tend to simply copy or paraphrase statements from the text without reference to specific language or layout features.

Question 8:

This question produced some strong responses, which frequently scored four marks. Maximum five mark responses were rare but still occasionally encountered. Some responses were very brief and simply listed single word items, making it hard to be confident the learners' had used both texts. Responses limited to the lower band (1-2 marks) either only relied on one of the texts or tended to lose focus by talking about actions people could take to improve security, rather than the items most likely to be stolen.

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 refer to input from neighbours as the question stipulated.

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. Where learners were able to link similar ideas they tended to score three or four marks. Responses scoring the full five marks were very rare indeed but were

occasionally awarded. The most able learners used relevant examples skilfully to demonstrate the similar linked ideas in Text A and B

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 C, a small proportion incorrectly opted for Text A or B, which meant they were unable to gain any of the available three marks. Many learners who correctly opted for Text C 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, 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 local residents could become actively involved in reducing crime'. 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 as oppose to identify a reason which recognised the audience need.

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 an effective differentiator for learners with only the more able recognising the question was focusing specifically on evidence as to why improving home security need not cost a lot of money. Many learners gave general responses about how burglaries can be avoided without reference to cost. The most common correct response came from Text C and identified the '*free resources*' available from Neighbour Watch schemes. 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 B. However, a significant proportion of learners opted incorrectly for D.

Pass mark for E202 in November 2016

Maximum mark	30
Pass mark	19
UMS mark	6

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