

Principal Examiners' Report

October 2016

Pearson Edexcel Functional Skills
English Reading Level 2 (E202)

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This paper included reading material relating to the subject of collecting as a hobby. Learners engaged with the topic well and the paper provided a relevant platform for them to demonstrate their competence at Reading Level Two.

Question 1:

This multiple choice question proved to be quite straightforward, with the vast majority of learners correctly identifying Option B, (*it is best to buy in person*).

Question 2:

This question required learners to explain what two selected phrases from Text A suggest. 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 second phrase '*show them your treasure*' proved more challenging than the first phrase. Only more able learners were able to correctly identify the implied meaning of the word 'treasure' as in something of value. The first phrase '*lots and lots of doubles and triples*' seemed to pose fewer difficulties for learners.

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

Question 4:

The majority of learners did not answer this question well with only more able learners correctly recognising the idea that Text B specifically focused on collecting new items. Incorrect responses typically referred to the 'Global Force Friday event', which misinterpreted the specific instruction set within 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 the majority able to gain the mark by correctly identifying option C (*fans were queuing to buy the latest Star Wars toys*).

Question 6:

This question proved to be an effective differentiator, with many learners incorrectly opting for option C (a slogan) as opposed the correct option of (*the rule of three* – Option A. 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 proved challenging for some learners. However, many were able to accurately identify language and / or layout features within the text to gain at least some of the available marks. 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 and / or layout features and also provide a supporting example from Text C in each case. Very few learners scored the maximum four marks. However, many learners were able to identify at least one feature and also give a relevant example. These learners were able to gain two of the available marks. Some learners did identify two separate features but lost marks by failing to provide a relevant example. Learners who failed to gain any marks tended to simply copy or paraphrase statements from the text without reference to language or layout features.

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 how collectors display their items. Often concise responses were still able to score highly as they included multiple relevant points from each text. Responses limited to the lower band either only relied on one of the texts or tended to lose focus by talking about why people enjoy collecting rather than how they display items.

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 capture the notion of pleasure or happiness.

Question 10:

Learners tended to perform less well on question 10 than on question 8. However, this open five mark question still enabled learners to produce some detailed responses which, typically scored three or four marks. 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 similar ideas in Text B and C. Less well developed responses, which were limited to the lower band, tended to rely solely on one text or they gave points from both of the texts that were not linked in any meaningful way.

Centres should encourage learners to use the two texts carefully and to give specific examples from each text, which demonstrate similar 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. 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 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 'collecting as a challenge'. 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.

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 the financial aspects of collecting. 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 D (*Texts B and C both show that collecting can be a family activity*).

Pass mark for E202 in October 2016

Maximum mark	30
Pass mark	19
UMS mark	6

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