

# Principal Examiners' Report

June 2016

Pearson Edexcel Functional Skills  
English Reading Level 1 (E102)

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## Functional Skills English Reading Level 1: E102

This paper was successful with a significant number of learners demonstrating functionality at this level.

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 questions very carefully in order to find the focus of the question.
2. Learners must read the options in multiple-choice questions carefully to select the correct answer.
3. Learners should use the evidence in the text, rather than making assumptions based on own knowledge or experience. Answers must be rooted in the text.
4. Learners need to be explicitly taught what different types of questions are asking them to do.
5. 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. Some questions may require a verb or some indication of an action.
6. Learners should aim to give precise answers rather than make vague statements or generalisations.

### Questions 1-3

Almost all learners answered Questions 1, 2 and 3 correctly.

### Question 4

This question was very well answered. Most learners suggested contacting the National Careers Service 'online', 'face-to-face' or by 'phoning 08800 100 900'.

### Question 5

Most learners were able to identify at least one feature of Text A that helps to present information. Many identified 'heading', 'picture' and 'bold.' A few gave content or identified specific examples of punctuation. No mark was given for 'diagram' or 'photograph' as the image was neither.

### Question 6

This straightforward question asked for two skills that could be improved by using a Lifelong Learning Account. Many were able to gain both marks for 'reading', 'writing', 'maths' or 'interview skills'. Incorrect answers included 'English', 'learning', 'training', 'CVs' and 'free online training'. A few learners gave generalised answers such as 'help improve your skills' 'better skills' and 'improve confidence'.

### **Question 7**

Learners were asked to give two reasons why the National Careers Service can be trusted to give good careers advice. The focus of the question was quite specific. Generalised responses such as 'they give you advice' fails to explain why the National Careers Service can be trusted. The learner needed to write 'they give advice that's right for you', 'confidential / fair advice', 'have helped millions of people', they are 'professional careers advisers' or similar. Incorrect answers included advice being given 'over the phone' or 'face-to-face'. Others suggested 'they are free' or 'they fund your learning'.

### **Question 8**

In most cases the main purpose of Text B was correctly identified as D, 'to give advice about preparing for your first day at work'.

### **Question 9**

Many learners gained two marks for correctly identifying two things you can do to make sure you are on time on your first day at work. The correct answers were A, 'allow enough time to get there' and E, 'know the best way to get there'. Marks were lost because of only one option being selected.

### **Question 10**

This question asked for two examples of how people might feel on their first day at work, according to Text B. Many gained one mark for 'nervous and anxious'. Some learners failed to focus on how it made them feel and answered 'exciting' rather than 'excited'. Some relied on own experience and suggested 'happy', 'scared' and 'shy'.

### **Question 11**

Many learners gained two marks in this straightforward question, most often for 'passport', 'bank details', 'proof of address' and 'P45'. A small number thought the question referred to 'a notebook and pen', 'important paperwork' and 'your CV'. Only a few gave 'address' rather than 'proof of address'.

### **Question 12**

This question was not particularly well answered. According to Text B, reading about the company before your first day at work is 'useful', 'helps you with your job' and 'helps you ask questions'. Incorrect answers included 'helps you with interview questions' and 'you learn about the company'.

### **Question 13**

Many learners gained two marks for giving advice on how to make a good impression on their first day at work. There was a wide range of acceptable answers, two of which were in the last sentence of the text, 'be confident'

and 'be yourself'. Marks were lost because of short, incomplete answers such as 'confident' rather than 'be confident'. There was some evidence of own knowledge as 'be polite' and 'use eye contact' were not mentioned in the text.

**Examiner tips for the Level 1 Reading paper:**

- Centres should explicitly teach learners what is meant by 'features' which help to present information.
- Centres are encouraged to remind learners to read each question very carefully, taking note of key words which may be emboldened. Learners should look for the focus of the question and should pay attention to an initial sentence when present.
- Centres should remind learners to refer to the text and avoid making assumptions based on own knowledge.
- Centres must encourage learners to give precise information when answering questions.
- Centres should remind learners that they *can* use a dictionary

Pass mark for E102 in June 2016

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Maximum mark	<b>20</b>
Pass mark	<b>15</b>
UMS mark	<b>6</b>

Ofqual



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