

Principal Examiners' Report

July 2017

Pearson Edexcel Functional Skills
English Reading Level 1 (E102)

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

July 2017

Publications Code E102_01_1707_ER

All the material in this publication is copyright

© Pearson Education Ltd 2016

Functional Skills English Reading Level 1: E102

July 2017

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 and the correct number of answers.
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, for instance questions asking for the identification of presentational features or the main purpose of a text.
5. Although learners are advised 'You do not need to write in full sentences', one (or sometimes two) word answers are often not 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

Most learners found these questions straightforward with the majority answering correctly. It was especially pleasing to see so many correct answers to question 1, as questions requiring the identification of purpose have sometimes poses problems on this paper.

Question 4

Most learners answered this correctly, with only those who appeared not to realise the answer simply required them to name 'surplus food' not receiving the mark. Such wrong answers generally involved detailed and unnecessary explanations, but they were few.

Question 5

Although many learners gained both marks for this question, there were many who failed to gain both marks and a substantial minority who failed to gain any. As is often the case, many simply didn't understand the requirements of the question and gave a content-based answer.

Question 6

This question caused some difficulties, with many learners failing to focus on the benefits and either giving explanations for wasting food (covering material required for Q7), reasons for not wasting food or other poorly focused responses. Learners would be advised to approach such questions by first identifying the key word (in this case 'benefits') to ensure focused and therefore correct answers are given.

Question 7

Most learners were able to identify two correct reasons here. Those who didn't often missed a mark by concentrating on the issue of food labelling and essentially repeating the same information: that people misunderstood the labels and thought the food was out of date. Those who looked more widely and identified issues like impulse buying and cooking or buying too much food were fully rewarded.

Question 8

The majority of learners answered this question correctly.

Question 9

This question was generally well-answered, though a number of responses offered only one answer.

Question 10

Most learners gained both marks here, though some missed the focus on 'good for you' and gave more general reasons for buying canned food, such as saving money.

Question 11

On the whole, this was very well answered with generally only those who misunderstood the question failing to gain both marks.

Question 12

This question was well answered, with the majority of learners able to identify either carrots or peaches.

Question 13

This generally proved straightforward, although some learners appeared to overlook 'apart from' in the question and thus lost one or both marks.

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 their 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 July 2017

Maximum mark	20
Pass mark	15
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

