

Principal Examiners' Report

July 2017

Pearson Edexcel Functional Skills
English Reading Level 2 (E202)

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This paper included reading material on three texts all related to the subject of metal detecting. Learners appeared to engage well with the subject material and the paper provided a suitable platform for them to demonstrate their skills and competencies in reading and understanding a range of texts at this level.

Question 1:

This multiple-choice question proved to be quite straightforward, with most learners correctly identifying Option B, (*suitable for beginners*). The question assesses the skill standard L2.2.4 (Detect point of view, implicit meaning and / or bias).

Question 2:

This question required learners to explain what two selected phrases from Text A suggested about the writer's views on metal detecting. Most learners gained at least one of the available two marks for this question. Of the two, the first phrase '*hit the jackpot*' proved the greater challenge, although many learners could provide a credit worthy response to both phrases. Where learners failed to gain a mark, it tended to be because they did not capture the sense of something valuable or unique from the phrase '*hit the jackpot*'. The second phrase '*over the moon*' seemed to pose few problems for learners, with most understanding that the phrase implied being happy or pleased. The question assesses the standard L2.2.4 (Detect point of view, implicit meaning and / or bias).

Question 3:

Most learners accurately identified the purpose of Text A and thus gained the available mark. Answers in most cases showed a sound understanding of the text and its informative or persuasive nature, although some learners lost the mark by giving generic answers, such as 'to inform' without reference to the content of the text. This question assesses the skill standard L2.2.3 Identify the purposes of texts and comment on how meaning is conveyed).

Question 4:

Most learners found this question quite straightforward. The most common correct answer referred to advice about being careful around water but learners quoted the full range of options from the mark scheme in their responses. Where learners failed to gain the mark, it tended to be because their answers lacked precision, for example a common incorrect response referred to low tide being the best time to use a detector at the beach. Whilst this point is taken directly from the text it is not explicitly linked to advice around staying safe when metal detecting. This question assesses the skill standard L2.2.5 (Analyse texts in relation to audience needs and consider suitable responses).

Question 5:

This question proved to be quite straightforward for most learners; with most able to gain the mark by correctly identifying option D (*fields used for crops are good for metal detecting*). This question assesses the skill standard L2.2.4 (Detect point of view, implicit meaning and / or bias).

Question 6:

This question also proved to be quite straightforward for most learners, with the majority able to select the correct option of A (*alliteration*). This question assesses standard L2.2.3 (Identify the purpose of texts and comment how meaning is conveyed).

Question 7:

This question was answered well by most learners, with most able to gain at least two of the four available marks. Many learners gained the maximum available marks by correctly identifying two language or layout features supported by appropriate examples from the text. However, some learners lost marks by simply giving statements from the text rather than identifying language or layout features. Some learners did identify appropriate features but lost marks by failing to provide a relevant supporting example. This question assesses L2.2.3 in an open response format. To gain full marks learners needed to correctly identify two features and provide a supporting example from Text C for each.

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 reasons, other than making money, for metal detecting. Responses written as lists or bullet points still scored highly provided they utilised relevant material from both texts. Responses limited to the lower band relied on only one of the texts. To score the full five marks learners were expected to provide multiple reasons for metal detecting from each text. Providing one valid and different reason from both Text A and Text B was sufficient to gain three marks. A small number of learners misinterpreted the

question and focused on the financial benefits to be gained from discovering valuable artefacts. This question assesses L2.2.5 (Analyse texts in relation to audience needs and consider suitable responses). Centres should note that learners are not expected to produce responses in any prescribed format.

Question 9:

Most learners found this question accessible and consequently scored at least one of the available two marks. Where learners did lose marks, it tended to be because they referred to evidence of why people enjoy participating in metal detecting events rather than evidence that people enjoy seeing the artefacts discovered. This tended to happen more frequently for Text C than Text A. This question assesses the skills standard L2.2.4 (Detect point of view, implicit meaning and / or bias).

Question 10:

Many learners tended to perform quite poorly in this question mainly because they did not demonstrate how Texts A and B contained similar ideas. Responses scoring the full five marks were rare but maximum marks were occasionally awarded. The most able learners who did score the full five marks, used relevant examples skilfully and identified more than one similar idea between Text A and Text B. More typical responses provided one clear similarity between the texts and supported this with an appropriate example from each text, these responses were awarded three marks. Where a learner identified one similar idea and supported this with multiple relevant examples four marks were typically awarded. Learners who did not demonstrate how ideas were linked or who failed to provide examples at all were restricted to the lower marking band, scoring one or two marks. This question assesses the standard L2.2.2 (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 significant proportion incorrectly opted for Text B, which meant they were unable to gain any of the available three marks. Many learners who correctly opted for Text C did 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 question. These responses typically failed to gain the second and third marks because the learners had simply copied or paraphrased a section of the text for both the reason and the example sections 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 relating to the value of finds from metal detecting. Where learners did lose marks, it tended to be in relation to Text B, where some responses were not specific enough referring simply to 'valuable finds'. This question assesses the standard L2.2.1 (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 learners, who correctly selected option A. This question assesses the skill standard L2.2.2 (Read and summarise succinctly information / ideas from different sources).

Recommendations for Centres

1. In order to be well prepared for this test, candidates should have access to a wide range of texts that have been written for different audiences and purposes. Candidates should also practise comparing ideas from texts that are on similar themes. This will help candidates to feel confident when sitting these papers.
2. During exam preparation, candidates should practise each type of question to understand clearly what is being asked of them. This should include guidance on crucial words in the exam rubric, e.g. the difference between giving a reason and giving an example. This would be particularly helpful for Q4 and Q11. Candidates also need to understand that Q7 requires them to identify a feature/method that the writer uses to convey meaning, rather than just quoting from the text. Practice in identifying the features/methods used in a range of texts would be very useful.
3. When centres are preparing candidates for this assessment, it is important that there is the opportunity to practise a wide range of reading strategies. Candidates should be able to find points that are both explicit and implicit and also be able to recognise techniques that writers use to try and convince readers to agree with their point of view. It is also vital that all candidates are aware that they are

Pass mark for E202 in July 2017

Maximum mark	30
Pass mark	19
UMS mark	6

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