

Principal Examiners' Report

January 2016

Pearson Edexcel Functional Skills
English Reading Level 2 (E202)

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Centre report Functional Skills Reading Level Two

Within this paper the subject matter of working from home proved accessible to learners and enabled them to engage well with all three of the texts. Very few blank responses were encountered. The paper provided a robust way for learners to demonstrate their reading skills at this level, with several questions proving to be effective discriminators.

Question 1:

This multiple choice question proved to be unproblematic for most learners, with the vast majority correctly identifying Option C “electronic communication is here to stay”.

Question 2:

This question asked learners explain the writer’s view of mobile phones with reference to two specified quotations from Text A, whilst many learners were able to accurately the point of view expressed in the quote “sneakily trying to hide his mobile phone” a significant proportion gave general or under developed responses about mobile phone use.

The second quote proved more problematic for many learners who failed to pick up on the negative connotation of quote “the mobile phone that chains us to our job”. Overall this question proved an effective discriminator, with only the most able to gain both marks.

Question 3:

Many learners struggled to accurately identify the main purpose of Text A. Often learners failed to make the connection between technology and changes to our working lives. Some learners also failed to gain the mark because they did not give a reason why the text was written.

Question 4:

This question proved to be an effective discriminator with only the more able gaining the mark. The question required learners to read precisely and identify why Text B was the most suitable for people wanting ideas on how to plan their time. Where learners failed to gain the mark it tended to be because they did not focus on the planning of time specifically. Most learners simply described how the text gave advice on setting up a home office.

Question 5:

Although the majority of learners did gain the mark for this multiple choice question, a significant proportion of learners incorrectly gave option C, demonstrating a lapse in close reading for detailed meaning.

Question 6:

This multiple choice question proved unproblematic with the vast majority of learners correctly opting for option B (direct address) and thus gaining the mark.

Question 7:

This question proved challenging for all but the most able learners. Very few learners scored maximum marks and a significant proportion of learners failed to gain any marks on this question as they simply gave statements from the text rather than identifying ways. However, many learners were able to gain two of the available four marks by identifying one way the writer tried to convince the reader, supported by a relevant example. The most common correct answer was aligned to the first bullet point of the mark scheme (use of statistics), typically learners were also able to identify a relevant statistical example from the text. A small proportion of learners gave two ways but did not support these with relevant examples, meaning marks were lost.

It is essential that centres teach learners how to accurately identify the ways in which writers convince readers within a range of different texts and select relevant examples to support their answers.

Question 8:

This question produced some very detailed answers. Many learners used Texts B and C very effectively to produce some comprehensive responses outlining ideas for working more quickly from home. Many learners were able to score four, or the maximum five marks, by giving a good level of relevant detail and including information from both texts.

Question 9:

The majority of learners found this question fairly straightforward and as a result scored the maximum two marks. Where learners dropped marks it tended to be because they used a quote that did not specifically refer to how the accuracy of workers is negatively impacted by silent offices.

Question 10:

Although this question did not prove as straightforward for learners as a question 8, it still enabled learners to produce some very detailed responses which scored in the middle band within the range 3-4 marks. Responses scoring five marks were less frequently encountered but could still be found. The most able learners used relevant examples skilfully and were able to demonstrate how texts A and B have different ideas about working from home. Less well developed responses, scoring 1-2 marks, tended to rely mainly on one text or gave quite general points unsupported by examples from the texts.

Centres should encourage learners to use the two texts carefully and to give specific examples from each text.

Question 11:

Whilst many learners were able to successfully tackle this question a small proportion incorrectly opted for Text B or C, which meant they were unable to gain any of the available three marks. Of the learners who did correctly opt for Text A most were then able to go on and provide a valid reason and example to enable them to gain the maximum three marks. A small proportion of learners who correctly opted for Text A failed to gain further marks by not giving a valid reason why the text would be most useful when preparing a presentation on how families use technology in the home.

Centres should encourage learners look for a valid reason why the selected text is the most suitable and 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. A small proportion of learners gave quote which focused on workers productivity or efficiency rather than their happiness.

Question 13:

This multiple choice question proved problematic for a significant proportion of learners, with many opting for one of the other distractor responses.

Pass mark for E202 in January 2016

Maximum mark	30
Pass mark	19
UMS mark	6

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