

# Principal Examiners' Report

November 2017

Pearson Edexcel Functional Skills  
English Reading Level 1 (E102)

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## **Report to Centres.**

### **Functional Skills English Reading Level 1: E102 1711**

#### **November 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.
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**

Questions 1, 2 and 3 were well answered.

#### **Question 4**

Asked to identify one country where blue orchard bees pollinate plants, almost all learners correctly identified either 'Canada' or the 'USA'.

#### **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.

### **Question 6**

This question, which asked for two reasons for the decline in the number of honeybees, was generally very well answered. Most wrote 'disease' and 'chemicals'. A mark was not awarded for 'weather' as 'bad weather' was the correct response. Relatively few learners gave 'GM crops' and 'radiation' as answers.

### **Question 7**

Learners were asked to give two reasons why people do not pollinate plants by hand. Most answered that it would take 'too much time' and be 'expensive'. Others explained that there would be 'less food' produced and that 'prices would rise'. A few correctly wrote that 'bees do this so we do not need to'. Incorrect answers included 'bees might sting us!'

### **Question 8**

In most cases this multiple-choice question was correctly answered and learners gained a mark for identifying A as the main purpose of Text B: 'tell the reader how to create a bee-friendly space'.

### **Question 9**

Almost all learners were awarded at least one mark in this question. The correct answers were B: 'Wild bees like living in bamboo canes' and F: 'Wild bees do not have a painful sting'.

A considerable number of learners selected only one option.

### **Question 10**

This question was reasonably well answered. Most correct answers gave details about planting groups of the same 'open' flowers in colours that bees like. No marks were awarded for 'choose plants to attract bees'. A number of learners wrote 'garden', 'balcony' and 'backyard' without further explanation.

### **Question 11**

This question asked learners to give two ways a friend could find out more information about wild bees. There was a choice of 'books', 'website', 'email' and 'phone'. Most learners gained two marks.

### **Question 12**

Almost all learners identified '20 cms' as the correct length to cut bamboo canes when making a home for bees.

### **Question 13**

Most learners were able to write two things to do when setting up a suitable drinking place for bees. They wrote about a 'shallow bowl' being 'put on the ground' and filled with 'water'. 'Stones' were added and the water was 'topped up' daily. Marks were lost when bowls (and therefore water) failed to be shallow.

**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 November 2017

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



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