

# Principal Examiners' Report February 2011

FS

## Functional Skills English Reading Level 1

### E102

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our Functional Skills line on **0844 576 0028**

or visit our website at [www.edexcel.com/fs](http://www.edexcel.com/fs).

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated English telephone line: **0844 372 2188**

February 2011

Publications Code FC026878

All the material in this publication is copyright

© Edexcel Ltd 2011

## E102 - Functional Skills English, Reading Level 1

---

### General comments

Overall, this was a very successful question paper. Most learners seemed to have been prepared thoroughly by their centres. Learners were able to access the full range of available marks and most learners attempted all questions with few blank responses encountered.

### Questions 1-3

The multiple choice questions appear to be accessible for a number of learners.

### Question 4

This question was accessible for learners who gained the mark by referring to potential damage to hips and / or knees.

### Question 5

Learners have been taught to recognise a range of text features, such as bullet points, use of bold and use of images. Some learners lost marks for vague responses, such as "paragraphs". A small proportion of learners misinterpreted the question completely and cited or summarised points made within the text rather than describing features of the layout.

### Question 6

There was a tendency for some learners to deviate from the text in their responses to this question, for example by giving responses such as "Think about why they want to run". The most typical, correct responses focused on the need to visit a doctor before taking up running or the need to consider pre-existing medical conditions, such as high blood pressure.

### Question 7

The most popular answers focused on the physical and mental benefits of running, such as "keeping in shape" or "helps you sleep".

### Question 8

This multi-choice question appears to be accessible for a number of learners.

### Question 9

Although this question was generally answered well by most learners, a surprising number of incorrect responses selected use of informal language as a feature to show Text B was a web page.

### Question 10

The question was accessible to a number of learners.

### **Question 11**

A significant proportion of learners lost marks by giving vague responses or answers that were not explicitly grounded in text. For example typical incorrect responses included phrases such as “it cares for its members” or “it’s a sociable club”. The learners who gained full marks drew effectively on specific examples of services offered by the club, such as “regular health checks” or “advice on avoiding injury”.

### **Question 12**

Where learners failed to gain the mark it tended to be because they were not specific enough in their response, for example by failing to acknowledge the discounts related to *local sports* shops.

### **Question 13**

A significant number of learners misunderstood the focus of the question which was encouraging members to stay motivated. Some learners lost marks by giving answers that were simply too vague, such as “they help you stay motivated”.

### **Principal Examiner tips**

The following points may help centres in their preparation of learners for future series.

1. Learners need to be specific when answering questions and ensure that responses draw explicitly on information and material contained in the texts provided, rather than their own general or assumed knowledge
2. Learners need to be taught how to utilise and apply information for a different audience / purpose
3. Learners need to ensure they read questions carefully to ensure they understand precisely what they are required to do

## Pass mark for E102

---

Maximum mark	20
Pass mark	15
UMS mark	6

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481

Email [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code FC026878 February 2011

For more information on Edexcel qualifications, please visit [www.edexcel.com/quals](http://www.edexcel.com/quals)

Edexcel Limited. Registered in England and Wales no.4496750  
Registered Office: One90 High Holborn, London, WC1V 7BH