

Principal Examiner Report

May 2011

FS 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.

If you have any subject specific questions about the content of this Examiners' Report 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 contact our English Advisor directly by sending an email to EnglishSubjectAdvisor@EdexcelExperts.co.uk
You can also telephone 0844 372 2188 to speak to a member of our subject advisor team.

May 2011

Publications Code FC028906

All the material in this publication is copyright

© Edexcel Ltd 2011

General comments

Overall, this was a very successful 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 very few blank responses encountered.

Learners need to be specific when answering questions and try to avoid giving generic answers, which are not fully grounded in the texts. Learners need to ensure they read questions carefully so they understand precisely what they are being asked to do. They pick up on important words or phrases from the question that will steer them to the specific information they require from the texts.

Question 1

This multiple choice question, which asked learners to identify the purpose of the text, seemed to pose few difficulties for learners, with the vast majority gaining the mark for this question.

Question 2

This multiple choice question posed few difficulties for learners, with most gaining the available mark.

Question 3

Although most learners coped well with this multiple choice question, a significant number selected option A 'It's in the centre of Estrick'. Learners need to be encouraged to read texts closely for detailed meaning so they can accurately distinguish between distractors in multiple choice options.

Question 4

This question was clearly accessible for learners. However, many learners identified both ways of buying from the centre i.e. online and in store, despite the fact the word '**one**' was emboldened in the question. Centres should remind learners to only give the number of responses specifically requested in the question.

Question 5

This question proved to be one of the more challenging questions on the paper. Many learners did not distinguish between organic gardening having benefits for the environment as opposed to the benefits for the individual grower or consumer. This resulted in many learners giving answers that were more appropriate for question seven, such as 'it saves money' or 'organic vegetables taste better'. Many learners lost marks by not being explicit enough in their responses, a significant proportion made reference to 'the negative impact on birds or wildlife' without making it clear it was actually the use of chemicals, rather than organic gardening that produced a negative impact on wildlife.

Question 6

This question was handled well by the majority of learners, with most gaining the maximum two marks. Some learners lost a mark by giving vague responses such as 'organic produce', which was not awarded a mark as the text implies all the produce sold would be organically grown.

Question 7

This question was answered well by most learners, with the most popular answers focusing on the fact that organic gardening provides growers with fresh air and exercise or gives people an opportunity to save money. A significant number of learners lost marks by giving environmental benefits such 'uses less energy' or 'produces less waste'. Centres need to encourage learners to read questions closely in order to pick up on relevant distinguishing words / phrases such as 'environment' or 'personally'.

Question 8

This multi-choice question posed few problems for learners, with the vast majority able to gain the mark by accurately identifying the purpose of Text B.

Question 9

Again this question was generally answered well by most learners, although a surprising number of incorrect responses selected website, logo or telephone number as the second feature to show Text B was a letter. The vast majority of learners correctly identified 'use of Dear Valued Customer'. Some learners lost marks by only selecting one option, centres need to encourage learners to ensure they are giving the number of responses specified in the question.

Question 10

The question was answered well, with the majority of learners able to access two marks. Many learners gave a range of possible responses rather than the two specified in the question.

Question 11

This question was answered well by many learners. However, a significant proportion of learners lost marks by giving answers that were too vague, for example reference to Bill Sagar on its own was not awarded a mark. The learners who gained full marks drew effectively on specific examples taken from Text B, such as 'discounts and offers on plants' or 'the chance to meet the TV presenter Bill Sagar'.

Question 12

This question was answered well by most learners. 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 include the word 'organic' in their response. A small but significant number of learners referred to organic farming rather than organic gardening.

Question 13

This was a highly accessible question and the vast majority of learners were able to gain maximum marks. However, a significant number of learners gave responses that were more appropriate to question 11 by simply repeating some of the benefits of attending the event, rather than focusing on key information you would need to send someone who was already planning to attend. Most learners gained marks for reference to the date and time of the event. Some learners lost a mark by referring to the fact the presentation was to be held at the garden centre, despite the fact that the question made it clear this information had already been included in the e-mail.

Pass mark for E102 in May 2011

Maximum mark	20
Pass mark	16
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 publication.orders@edexcel.com

Order Code FC028906 May 2011

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

