

# Principal Examiner Report

June 2011

FS English Reading Level 1

E102

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## **General comments**

On the whole, this paper has been successful.

It is clearly evident that centres are preparing their learners well. The following points are intended to help centres in their preparations for future series.

The main points arising from this paper are:

1. learners must read the questions carefully and identify key words
2. learners need to be explicitly taught what questions are asking them to do
3. although learners are advised 'You do not need to write in full sentences', one word answers are not usually sufficient to award a mark
4. learners need more practice in identifying features of various texts

On a very positive note, most learners attempted all questions and there were very few blank responses.

## **Questions 1-3**

The multiple choice questions were, on the whole, answered well.

Learners should be reminded to make their chosen answer clear. Some learners ticked more than one box – and in some cases, all of them. In this situation, a mark cannot be awarded.

## **Question 4**

This was a well-answered question. Most learners gained a mark for identifying 'London Theatre Breaks.' A few learners had responded with a reference to the Community Arts group, which suggests that the question had not been read carefully enough.

## **Question 5**

Learners often gained just one mark for this question, as it seemed that many referred to features of a webpage rather than an actual email. Acceptable answers included: email address (address was needed for the mark to be awarded), subject, attachment, virus message and the 'from' or 'to' boxes, bars or sections. A mark was not given if the learner simply wrote 'to' or 'from', as this could apply to other types of documents and is not specific enough; it needed either 'box', 'bar', 'section' or the email address written next to it. Each point from the mark scheme can only be awarded once, so if in answer space one the learner had written: 'To box' and in answer space two had written 'From box', only one mark could be awarded. Two different features need to be provided in order to gain the full two marks.

## Question 6

Although in the question '**personally**' was emboldened, many learners did not address this point and chose other areas of the leaflet to refer to, particularly referring to the benefits for the *community* and repeated these points in response to Question 7.

Those learners who gained two marks often referred to 'Develop new skills and confidence'. Two marks were awarded for this. Other learners gained marks for mentioning that they could 'meet new people'; however, those who interpreted this to say 'Make new friends,' were not awarded the mark as this is not suggested in the text – they may meet new people, but there is nothing to suggest that they will become friends. Learners need to refer to the text and use the information that is provided, rather than giving their own interpretation.

One-worded answers were not enough to gain a mark. For example if a learner wrote 'confidence' without saying that it is 'gained', 'developed' or other, then a mark was not given.

## Question 7

This question was answered correctly by those who noticed that the focus was on the current and past differences made to the community by the Arts group. Learners who had noticed that the question referred to what 'has' been done (past tense) and not what they intend to do in the future were successful.

Many learners found the question relatively straightforward, and gained marks for 'raising money for charity', 'working with the young and disadvantaged' and/or 'having story telling in the library'.

A few learners failed to be text specific or were too brief, writing about 'a lot of different projects' or 'put on shows' without saying that these would be in hospitals or schools. 'Raising money' without explanation or the reference to 'charity' was insufficient to gain a mark.

Others generalised that 'they run drama, dance and music workshops', and 'they don't turn anyone away' or else wrote of what the group planned to do in the future – 'starting workshops in costume and make-up this year'.

A few learners confused *community* benefits with *personal* ones, while others suggested it would 'get young ones off the street' which was not in the text.

## Question 8

Most responses gained a mark for this question, correctly selecting option C - To persuade you to take a theatre break.

### **Question 9**

Not all learners gained two marks. Many failed to identify F - Theatre ticket for an evening performance. A small number of learners identified three options, so were awarded a maximum of one mark.

### **Question 10**

Although this appeared to be quite a straightforward question, some learners failed to give the specific details required to gain marks and which, in terms of functionality, are essential in everyday life. Most learners correctly identified 'the website' and 'by calling/ phoning 0193376421', but a number answered 'call them' which in real life would not, in itself, indicate how to get a brochure and would not provide someone with enough information. As suggested earlier, learners need to be more explicit in their answers.

### **Question 11**

Most learners answered this question reasonably well. Where marks were lost it was often due to the repetition of the same point, which was often expressed in a variety of ways, such as 'discounts' and 'prices may vary'. Learners should be advised that repeating the same point is unlikely to be credited twice; they should seek out a range of reasons. In answering this question, there were two areas which were most often and correctly selected to gain the two marks: the details/choice of hotels and details/choice of shows.

Some learners referred to 'terms and conditions' as well as the fact that there was a 'choice of shows' or you could find out the 'details of the hotels'.

A few lost marks because 'sightseeing and shopping' were not related to the 'guide' mentioned in the text. A few learners overlooked the 'single room supplement' point. 'Underground travel is not included in the price' was frequently mentioned but was incorrect. 'For more details/get details/full details' was insufficient as it was unclear as to which aspect these referred.

There were a few interpretative answers were provided such as 'you may not like it' and 'so you know what it's like', which could apply to anyone at any time and were not reasons why it is important to read the brochure before booking. Again, answers need to be rooted in the text to gain marks.

### **Question 12**

Most learners answered this correctly, selecting 'Underground travel' from the text. A few learners suggested that food was not included, which is not explicitly mentioned in the text and is incorrect. Learners who did not gain a mark were often those looking for unnecessarily complicated answers.

### **Question 13**

This question was, in general, very well answered, with most learners gaining both marks. A few gained only one mark because the 'stress-free' journey, despite being described in detail, could be credited only once. Again, learners need to be reminded that detailed repetition of the same point or issue is not advised. They should seek another point or aspect from the text.

A few learners mentioned 'stress-free' without the clarification of 'journey.' A number suggested the 'full English breakfast' and 'shops and sightseeing', which were not credit-worthy. Again, the word 'guide' was required to make 'shopping and sightseeing' a valid point. Only a few lost a mark because of writing that the offer was 'cheap'. The offer was 'good value' or 'only £130', which is not the same as being 'cheap'.

### **Recommendations for centres**

- Continue to practise identifying specific features of a text
- Revise purpose and audience of a text
- Remind learners to refer to and use the texts when directed
- Practise looking for key words in a question
- Practise 'unpicking' questions so that learners know what is being asked of them

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## Pass mark for E102 in June 2011

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

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