

# Principal Examiner Report

July 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](http://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](mailto:EnglishSubjectAdvisor@EdexcelExperts.co.uk)  
You can also telephone 0844 372 2188 to speak to a member of our subject advisor team.

July 2011

Publications Code FC028905

All the material in this publication is copyright

© Edexcel Ltd 2011

## **General comments**

Overall, this was a successful paper testing in Functional Skills Level 1 Reading in this final series of the academic year.

On the whole, it is evident that centres are preparing their learners well and that learners are trying hard to answer the questions set. However, there are a number of areas which still need to be clarified to ensure the success of future learners. The following points are intended to help centres in their preparation.

### **The main points arising from this paper are:**

1. Learners must read the questions more carefully and identify exactly what they are asked to do (see Q13)
2. Learners need to read the texts more carefully in order to answer them accurately and precisely (see Q6)
3. Learners must identify the required information from the specified text, rather than from own knowledge.
4. Although learners are advised 'You do not need to write in full sentences,' one-word answers are not always sufficient to gain a mark (see Q10)
5. Learners need more practice in identifying layout features of a text (see Q5)
6. Centres should encourage learners to attempt all questions.

### **Questions 1-3**

The multiple choice questions were well answered, with most learners gaining full marks.

Learners should be reminded to make their chosen answer clear. A few ticked more than one box, resulting in no mark being awarded.

### **Question 4**

This question was very well answered, with most learners gaining a mark for identifying 'animals'. A small number guessed 'illegal items' and 'cigarettes.' Careful reading of the question indicated that the answer was to be found in Text A, with the emboldened words providing further guidance.

## Question 5

This question caused problems for a number of learners, with many struggling to list two features of Text A that help to present information. Many answers contained content points rather than identifiable features, as some learners appear to have thought they were asked to quote two pieces of information from the text. Other answers were so generalised as to be meaningless: 'it's set out well' and 'the way it is presented' failed to clarify how it was set out. A number of learners wrote 'bold' which was unclear; those who wrote 'bold text' or 'bold writing' gained a mark as this would help to present information clearly.

Centres should remind learners to make reference to actual features when instructed and should ensure that learners are familiar with a variety of layout features in different contexts. Centres are advised to look again at the Sample Assessment Materials and past papers.

## Question 6

This question was a particularly effective discriminator because although available answers were relatively straightforward, careless mistakes frequently lost marks. A considerable number answered that the cost was '£15 entrance fee' or '£15 and entrance free' rather than '£15 and entrance fee.' Centres should discourage learners from glancing at the text and rushing to answer. Careful reading and accuracy in answering is vital.

A similar lack of precision was seen with regard to the instruction to have the stall set up by 6.45am at the latest. Some learners wrote of 'being there by 6.45' or 'be up by 6.45', neither of which was correct.

Very few learners confused the meaning of 'secure' with the idea of being 'safe' rather than the meaning in the text of being sure of getting a pitch; others gave the details concerning outdoor pitches rather than undercover pitches.

Finally, a considerable number of learners wrote of 'the availability of power in order to demonstrate electrical items working'. This was not rewarded as it was not relevant to the actual hiring of the pitch.

This question is a useful reminder of the purpose of Functional Skills in preparing learners to function effectively in everyday life. In a real life situation, someone arriving with £15 to set up an undercover pitch at Marchbank Car Boot Sale would not be able to get in.

### Question 7

This question was generally very well answered, with most learners gaining two marks, often for 'play barn', 'tractor rides' and 'feeding the chickens'. Incorrect answers included 'visit the farm shop' and 'there is home-made food', neither of which was specific to children. No credit was given for suggesting that children could buy toys as the text referred to toys being permitted to be sold rather than being a feature of every sale. A few answers were too generalised and could not be rewarded: 'there are activities for children to do' and 'there are rides'. Specific examples of the activities, such as 'tractor rides', would have gained marks.

### Question 8

This multiple-choice question was almost always correctly answered, with most learners gaining the mark.

### Question 9

This question proved more problematic than had been expected. Almost all learners correctly identified 'B' but many went on to select 'D' rather than 'C', the second correct answer. A considerable number of learners changed their minds, and re-selected their answers, but most followed the instructions given, so their choices, in the main, were clear.

A few learners selected one single answer. The question clearly stated that **two** ways should be identified.

### Question 10

This question was generally well answered, many learners identifying clear points such as the 'credit crunch', 'wanting bargains', 'the popularity of recycling' and 'selling unwanted good for extra cash'.

Although Learners are told that they do not need to write in sentences, very brief or one-word answers are not generally sufficient and learners should always consider whether they need a verb or qualifier. For example, in the context of this question, a one-word response, 'bargain' or 'bargains' does not make sense and would not be awarded, whereas 'wanting a bargain' is specific enough and would gain a mark. Learners should write an answer which makes complete sense.

### Question 11

This question was generally well answered, with many learners gaining both marks. Again, careful reading of the question was essential in order to identify two things to have on the day. While most learners successfully identified a 'picnic', 'change' and 'carrier bags', a few concentrated on organising the stall and how they would 'display items nicely'.

A failure to refer closely to the text and a tendency to generalise, using own knowledge, lost some learners marks. 'Pick a good day' might seem sensible advice, but it is not information from the text, as indicated in the question. 'Have a change of clothes' could be something to have with you on the day, but was not mentioned in Text B.

Centres need to remind learners to root their response in the specified text and to answer the specific question asked.

### Question 12

Almost all Learners answered correctly, gaining the mark for 'find out the weather forecast'. A few thought they should 'pack a picnic' but this was not allowed as it is not something you should do **before** (in bold in the question) the day of the picnic. A picnic could be made on the morning of the sale; it is not something which has to be done before the day of the sale.

### Question 13

This question was, in general, very well answered, with most learners gaining both marks, often for quoting the sentence: 'smile, be polite and thank the buyers', which in seven words contained three valid points, more than were required.

Incorrect answers were often generalisations not found in the text: 'give them a good deal' or material from the text not appropriate to the question: 'make sure you have the right amount of change'. Careful consideration of the question would indicate that having sufficient change is not relevant to how you would deal with buyers.

## **Recommendations for centres**

- Practise identifying specific features of a text
- Revise purpose and audience of a text
- Remind learners to refer to and use the texts as directed
- Remind learners not to use information not found in the text and not to generalise or give their own opinion unless sought.
- Practise looking for key words in a question
- Read carefully any emboldened words in the question
- Practise 'unpicking' questions so that learners know what is being asked of them – what are they asked to do?
- Remind learners that they should use a dictionary when necessary

Use Edexcel online materials and lesson plans to develop specific skills in Reading: Level 1 Learner Materials via the following route:

[www.edexcel.com/fsenglish](http://www.edexcel.com/fsenglish)

(Materials are available for both Level 1 and Level 2 and cover all three areas: Speaking, Listening & Communication; Reading and Writing)

## Pass mark for E102 in July 2011

---

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



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](mailto:publication.orders@edexcel.com)

Order Code FC028905 July 2011

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

