

Principal Examiner Report

May 2011

FS English Reading Level 2

E202

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General Comments

Learners responded positively to this paper and a full range of marks were awarded.

The key areas of difficulty experienced by learners were found in the following areas:

- Identifying the purpose of the text (questions 1 and 7)
- Identifying bias and ways in which a writer influences the reader (question 6)
- Identifying how features of the text have been used to convey meaning (question 8)

It is recommended that centres focus their lesson planning and teaching on preparing learners for those areas identified above.

Question 1

The question asked for learners to identify the main purpose of the text. Although responses are improving with the identification of a specific purpose, learners are failing to identify *what* the text is about. The text informed readers about the growing popularity of camping; however, many learners simply responded with 'to inform' or 'to tell you about camping', without being specific enough about the text. A variation of wording was accepted, but centres should be made aware that learners need to identify the full purpose of the text to gain the mark.

Questions 2 and 3

These two multiple choice questions enabled most learners to gain marks. Learners are demonstrating that they are able to select and use different types of texts in order to obtain and utilise the relevant information.

Question 4

In this question, learners were asked to identify two reasons why camping may be 'stress-free'. The skills required for this task require learners to succinctly summarise information and ideas from the text. Overall, the majority of learners gained the full two marks for this question, as they were able to locate the key points mentioned in Alan Carter's comment: 'no worries about flight delays' and to 'escape from the hassle of everyday life.' Other learners identified the other acceptable points of the 'feeling of well-being' or 'to appreciate the simpler things in life'.

Question 5

The multiple choice fact and opinions question gained considerable success and it is clear that skills in this area are improving. Most learners were able to gain the full three marks. Continued practice, using Sample Assessment Materials, the resources on-line or past papers, can help learners become even more familiar with this task.

Question 6

Although this question differentiated well, many learners failed to mention bias or the implicit meaning in the text. This question asked learners to identify two ways in which the writer tries to influence the reader. Although 'bias' was not specifically referred to in the question this task assesses learners' skill in identifying points of view, implicit meaning and/or bias. Many learners recognised the use of statistics, but several included a brief quote, such as 'stress-free', without any form of qualification. Even though the task does say: 'You do not need to write in sentences,' learners need to make their ideas clear. Similarly, if a learner responded with 'fact' in an answer space, the mark was not awarded due to the vagueness of the response. Very few learners actually mentioned Alan Carter's quote and how it could be considered a one-sided or biased view.

Question 7

Similar to question 1, this question proved to differentiate well. This second 'purpose' question related to Text B. Many learners identified the fact that it was about camping, but were not specific enough when identifying *what* in particular. In this case, 'choosing' or 'buying' a tent was accepted; however, learners either identified this and failed to use a verb to express the purpose or expressed the purpose using only a verb without relating it specifically to the text.

Question 8

This question asks learners to identify three features which help to convey information in the text. The question differentiated well. Those who did not gain marks tended to give three pieces of information rather than looking for ways that information is *conveyed*.

Many learners thought that the questions are rhetorical, when in fact they are questions and answers. The use of 'speech bubbles' was the most frequent response coupled with 'questions and answers'. Only a few learners mentioned the 'image of a tent.'

Not only are specific layout features awarded in this question, but language features are also credit-worthy. The use of first and second-person narrative is another area which centres should encourage learners to identify.

Centres are urged to ensure that learners are familiar with the wording of each question. It is clear that the words 'features' and 'convey' continue to pose some confusion for learners. It is useful to remind learners that they are allowed to use a dictionary during the test.

Question 9

The question asked for two advantages of going to a specialist camping dealer. Many learners referred to checking the quality of the tent or the option of being able to 'try before you buy.' Another popular response seen was 'being able to see a tent put up' or that specialists have 'lots of tents on show'.

Question 10

This was a straight-forward question, which gained the majority of the learners a mark.

Question 11

In this question, learners were asked to provide a friend with three things that they should consider when choosing a tent. The answers needed to relate to the tent itself and not a campsite or about going to a specialist. A range of responses were seen and most learners were able to gain marks for this.

The most popular consideration offered was the '*size*' of the tent; however, many learners offered '*living space*' and '*sleeping space*' as two separate points, which could only gain one mark. Learners need to be aware that different factors need to be considered in order to gain full marks.

Responses should always contain a verb or qualifier and most of the possible answers needed to be qualified; however, this time '*size*' and '*weight*' on their own were accepted. Despite this, centres should continue to remind learners to always try and include the verb or qualifier in order to clarify the points made.

Questions 12 and 13

The majority of learners gained a mark for each of these questions, which focussed on the analysis of the texts in relation to audience needs.

Question 14

From the three advertisements featured in Text C, learners were asked which campsite they would choose to visit and to give three reasons for that choice. This question required close reading of each advertisement to identify these reasons. Many learners gained the full three marks for this question, but some responses were too vague. For example, some gave a reason of 'pets allowed,' but pets are allowed at two different sites, hence it was not a justified reason as to why that particular site would be chosen; however, learners who recognised from Advert 1: 'restaurant', 'coffee shop' and swimming pool' would have gained three marks, as these facilities were only available at this one particular site.

No marks were awarded for vague answers such as 'facilities,' as all the advertisements feature them; learners needed to be specific.

Pass mark for E202 in May 2011

Maximum mark	25
Pass mark	17
UMS mark	6

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