

Principal Examiner Report

October 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.

October 2011

Publications Code FC029847

All the material in this publication is copyright

© Edexcel Ltd 2011

General comments

Overall, this was a successful paper testing Functional Skills Level 1 Reading.

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 may benefit from further clarification. The following points are intended to help centres in their preparation.

The main points arising from this series are:

1. Learners must read the questions carefully and identify exactly what they are asked to do.
2. Learners must identify the required information from the specified text, rather than from their own knowledge.
3. Although learners are advised 'You do not need to write in full sentences,' one-word answers are not always sufficient to gain a mark.
4. Learners need more practice in identifying layout features of a text and the specific features of certain types of document.
5. Centres must encourage learners to attempt all questions.

Questions 1-3

These multiple choice questions were well answered. Learners should be reminded to make their chosen answer clear.

Question 4

This question was very well answered, with most learners identifying 'canoeing' rather than 'swimming' which was also correct. A small number answered 'mountain bike riding,' which is not a water sport.

Question 5

This question was better answered than in previous series. Asked to identify two features of Text A that help to present information, many identified bullet points, headings/sub-headings and images/pictures. Less successful were those learners whose answers contained content points rather than identifiable features. Information such as the telephone number and the website address, and the fact that Estrick Park is situated in thirty acres of beautiful countryside, is irrelevant to the question asked. Other answers were too vague or generalised: 'it's set out well' and 'the way it is presented' failed to clarify how it was set out. Similarly, learners are encouraged to think about what they write. A number 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 encouraged to look again at the Sample Assessment Materials and past papers for further examples.

Question 6

This question was an effective discriminator, rewarding those who read the question carefully. Having been told that 'your friend does not like sport,' activities such as 'swimming,' 'going to the gym' and 'paintballing' could not gain marks. Neither would vague statements such as 'you can pamper yourself' – but which would have been rewarded if the learner had stated how. There were several correct answers available, including: the restaurant; luxury accommodation; beauty treatments; the spa and the sauna.

Question 7

This question asked learners to state two benefits of taking up one of the sports activities. While many gave two valid reasons, most frequently: 'learn new skills' and 'meet new people', a considerable number of learners appeared to rely on their own knowledge and suggested 'keeping you fit and healthy'. This, however, was not rooted in the text and could not be rewarded. Other answers failed to address the question; 'the swimming pool is heated' and 'you can do canoeing or paintballing' do not identify specific benefits of taking up a sport.

Question 8

This multiple-choice question was almost always correctly answered.

Question 9

This question was not as well answered as might have been expected. While a great many learners correctly selected two features belonging to a letter, a considerable number identified only one correct feature in addition to a feature which could be found in a variety of formats. Not all letters have a logo, a contact number, a heading or paragraphs, whereas all letters should have an address, a date and appropriate closure, such as 'Yours sincerely'. A few learners selected one single answer rather than two, even though the question clearly stated that two features should be identified.

Question 10

Almost all learners correctly identified two things that should be brought to Gina's Fitness centre. One of only a very few incorrect answers was 'non slip-on trainers.'

Question 11

This question was generally well answered, with many learners gaining both marks, most often for the 'fitness assessment', having a 'personal trainer' and for the fact that 'they start you off with a gentle workout before moving you on'. A few referred vaguely to 'you can choose what you do' and others, clearly misunderstanding the nature of the fitness assessment, wrote 'you get a full medical check-up' or, alternatively, 'it's not a full medical check-up'.

Question 12

Vague answers such as 'a trainer' were insufficiently specific. In the text, it is clear that personal trainers are responsible for carrying out a fitness assessment of visitors and planning their daily programme.

Question 13

In the main, this question was generally well answered, with incorrect answers tending to fall into four categories: a number of learners wrote about the spa and the sauna which featured in Text A but not Text B; a number failed to read the question carefully and wrote about being supplied with 'specialist equipment and outdoor wet weather clothing'; some made vague statements such as 'they offer a range of different activities' and 'they are nice people who will help you if you need it;' and finally, a failure to identify activities alluded to, eg 'she can do the indoor stuff'. Had the indoor activities been specified, marks could have been awarded.

Principal Examiner tips for the Level 1 Reading paper:

Practice identifying specific features of a text

Revise purpose and audience of a text

Remind learners to refer to and use the texts when directed

Remind learners not to use information not found in the text and not to generalise or give their own opinion unless sought.

Practice looking for key words in a question

Read carefully any emboldened words in the question

Practice '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 on-line materials and lesson plans to develop specific skills in Reading Level 1 Learner Materials via the following route:

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 October 2011

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 publication.orders@edexcel.com

Order Code FC029847 October2011

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

