

Principal Examiner Report

October 2011

FS English Reading Level 2

E202

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General comments

This paper worked well in testing Level 2 Reading Skills. The subject matter of the texts was accessible to learners and the large majority produced some good quality responses.

Question 1

Some learners were able to answer this question fully, giving an accurate verb/qualifier and appropriate comments about what the text was about. A high number of learners were unable to gain the mark due to responses that were either too brief, ie only a one-word answer giving the verb, or because they had omitted the verb and focussed only the content of the text, eg 'competitive sports in schools'. Additionally, a significant number of learners failed to fully grasp what the text was about in terms of the importance or benefits of competitive sports in schools and gave answers that were too general.

Question 2 and 3

Most answers were accurate for this question and learners were able to pinpoint the information needed to give the correct response.

Question 4

Responses to this question were predominantly accurate with learners able to give at least one correct answer. Many were able to refer to both correct answers of undermining children's confidence and too much pressure being placed on children.

Question 5

Most learners were able to locate some of the facts and opinions accurately to gain up to 2 marks.

Question 6

The question asks the learner how the writer tries to influence the reader with a supporting example.

A common accurate response to this question was concerned with statistics/figures with learners able to give an appropriate example to gain two marks.

Question 7

As with Question 1, the learner was asked to give the purpose of Text B. The learner should give an accurate verb/qualifier and provide appropriate comments about what the text is about.

Unlike Question 1, learners were much more confident to give full answers which included an appropriate verb/qualifier and some ideas about what the text was about, ie 'advice about setting up a sports club'.

A smaller number of learners did not offer an appropriate verb/qualifier, focusing on the content only, but this was not the norm.

Question 8

Many learners did not gain full marks as their answers were too general, eg 'short sentences' or 'picture'.

Almost all learners were able to locate the 'step-by-step' feature within the text, even in cases where the learner had misunderstood the question by giving two other responses that would have been more suited to Question 11.

Question 9

This was generally answered, with responses from all possible appropriate points made in the text.

A common error was not answering fully enough and omitting key pieces of information such as 'local council' with 'leisure and recreation department'.

Question 10

Almost all learners were able to give a relevant response to gain the mark for this question.

Some gave very lengthy answers that unnecessarily described the role and responsibilities of a treasurer. Learners should be encouraged in exam preparation to be mindful of mark allocation and time management with respect to briefer responses needed.

Question 11

Many learners answered this question well, gaining at least 2 marks in most cases with responses given across all potential options available.

A common error was for learners to duplicate their answers by, for example, referring to funding in two different ways. This would only grant them one mark.

Popular responses were concerned with venue, funding and numbers to join.

Questions 12 and 13

This was mainly answered correctly. Learners were asked in the question to give the name of the package and most were able to do so accurately.

Question 14

Most learners were able to choose a package and give at least two appropriate reasons for their choices and gained at least two marks.

Very few learners scored poorly on this question. In a few cases, learners used their own knowledge and gave answers that were not rooted in the text, but this was by no means a common error.

Recommendations for Centres

Learners should be encouraged to use a wide range of reading strategies and navigational features to locate information that is both explicit and implied. This is important for multiple choice questions such as 2 and 3, and also those questions that ask for specific detailed reading, ie 9, 10, 11, 12, 13.

It is vital that learners understand what is being asked of them in each question. This can be explored through exposure to practice assessments that are available. Exam preparation should include the consideration of how to give solid responses to gain full marks, again on questions like 9 and 11. Although the questions say 'you do not need to write in sentences', learners should be discouraged from writing one word answers on the majority of questions.

Learners should be given plenty of opportunities to practise reading for purpose and to be familiar with associated features of language and layout. This is particularly important for questions 1, 7 and 8, and to a certain extent question 6.

With regards to question 6, learners should have a confident understanding of how meaning is conveyed by the writer of a text. This must include exposure to a wide variety of ways in which textual devices are used to provide information to the reader.

Question 5 can be addressed through the explicit teaching and learning of the differences between fact and opinion and by discussing and exploring practice assessments and other examples.

With regards to question 8, learners should be encouraged to practise how to consider the ways in which language and layout features are used to convey information. Certain responses, such as 'written in chunks' and 'paragraphs' should be avoided, as these are too generic. Learners should be looking for specifics in the particular text on the assessment rather than revising a 'set list' of features. Learners must also be supported in developing their responses to show understanding of the feature by writing more than one word answers such as 'image', ie 'an image of children playing sports'.

Question 14 is potentially challenging for learners who lack confidence in making choices or who have little experience in doing so, but this can be supported in preparation for the exam through practice and by focusing on highlighting certain parts of the text. The key to this question is ensuring that learners are being functional and thinking about their own scenario to consider appropriate reasons for making real-life choices. It is also vital that learners use the information that is given in the text, without making too many assumptions as to why a certain product or service might be chosen.

Pass mark for E202 in October 2011

Maximum mark	25
Pass mark	17
UMS mark	6

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