

# Principal Examiner Report

November 2011

FS English Reading Level 2

E202

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.

November 2011

Publications Code FC029707

All the material in this publication is copyright

© Edexcel Ltd 2011

## **General comments**

Overall, this was a successful paper testing Level 2 reading skills. Learners were able to access the full range of available marks and most learners attempted all questions with few blank responses encountered. Learners coped well with Q6, which involves identification of bias but found Q8, identifying features of texts, difficult. The following points may help centres in their preparation of learners for future series.

### **Question 1**

A small but significant proportion of learners gave generic responses to this question, such as 'to inform'. Other learners did not gain the mark because they failed to recognise that the text is specifically about the increased popularity of car boot sales. Those learners who combined this point with an appropriate verb or qualifying phrase gained the mark. Centres should teach learners how to answer this type of question by giving a full response that links a verb or qualifying phrase to the key message in the text.

### **Question 2 and 3**

The multiple choice questions generally posed few difficulties for learners, with the vast majority of learners gaining full marks in this section.

### **Question 4**

This question was generally accessible and saw the majority of learners gaining the maximum two marks. Those that lost marks tended to give general reasons why car boot sales may be popular rather than reasons that help to explain the recent increase in popularity.

### **Question 5**

This question was answered very well by most learners, with a significant proportion gaining the maximum three marks. It is pleasing to see that the vast majority of learners had been taught to recognise fact and opinion accurately.

### **Question 6**

This question was generally answered well with a significant proportion of learners gaining the maximum two marks. Most learners were able to identify two clear examples of bias from Text A. Popular correct responses included 'soulless shopping centres' or 'you just can't trust people on the internet'. Some learners failed to recognise the question called for examples and instead listed reasons why the text may be biased, for example 'the use of one-sided opinion'. Centres should teach learners to identify specifically what the question is looking for in each particular paper by close reference to how the question is worded.

### **Question 7**

As with question one, some learners failed to gain the mark as a result of giving a generic response. However, the majority of learners were able to access the mark for this question by correctly identifying the purpose of the text as advice to sellers at a car boot sale.

**Question 8**

This question posed significant difficulties for many learners with only the most able gaining full marks. A significant proportion of learners did not appear to understand that the question was looking for text features and instead they gave general points summarised from Text B. Other learners lost marks by giving responses that were too vague. For example citing use of image but not clarifying how this had been used to convey information. Centres should ensure learners clearly understand what this type of question is looking at, including clarifying terms such as 'convey' and 'features'.

**Question 9**

This question was answered well by the vast majority of learners and most were able to access the two available marks.

**Question 10**

The question was answered well, with the overwhelming majority of learners able to access the mark.

**Question 11**

This question was answered well by many learners. A significant proportion of learners were able to gain all three available marks. However some learners lost a mark by not reading the question sufficiently closely, which led them to include responses relating to arriving early.

**Question 12**

This question was answered well by most learners with the overwhelming majority gaining the mark.

**Question 13**

Once again this question was answered well by most learners with the overwhelming majority gaining the mark.

**Question 14**

This question was generally answered well with most learners able to access at least two of the available three marks. Where learners lost marks it tended to be because they selected reasons that were not unique to their chosen advert. For example common incorrect responses included: 'well established' or 'all sellers welcome'. Both of these points are common to more than one of the adverts.

## Pass mark for E202 in November 2011

---

Maximum mark	<b>25</b>
Pass mark	<b>18</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 FC029707 November 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

