



FS Open Awards English Mock exams **How We Created the Papers**

Overview

We have created 5 mock exam papers for Functional skills English Level 2 Reading, and 5 for Writing.

We ensured that the mark weighting and topic coverage was based on the respective sample papers on the open awards website: [Open Awards Writing Sample Paper](#), and [Open Awards Reading Sample Paper](#).

In addition, we also consulted the points specified in the Open Awards Functional Skills English qualification guide: [Open Awards Qualification Guide](#).

Each physical paper has been designed to replicate the experience of an Open Awards paper based exam. This includes the formatting and breakdown of the mark schemes, which we have specifically put together to match the Open Awards style.

Subject Content

Open Awards Level 2 Functional Skills Qualifications in English, and thus our papers modelled on their samples, support learners by providing practice in reading and writing clearly, accurately, confidently and with effectiveness.

Learners should be able to:

- Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing;
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar;
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Learners should, with some direction and guidance, be able to **apply** these functional skills to informal and some formal contexts, in familiar situations.

Reading

Questions and Marks

In our mock reading papers, we have created four distinct sections. These respective sections contain questions relating to texts one, two and three, with the fourth section requiring all three texts to be taken into account by the student. This parallels the Open Awards Exam structure. We aim to cover as many of the 9 Scope of Study (SoS) points as possible from the subject content section.

In addition to this, the marks, totalling 30, are broken down into the following for each section:

- Section 1- Text 1, Section 2- Text 2, and Section 3- Text 3
Up to 20 marks in total
Including a mix of different mark questions
- Section 4- Text 1, 2 and 3:
Up to 16 marks in total
Including a mix of different mark questions

We have aimed to ensure similar coverage of 2, 3 and 4 mark questions as on the Open Awards sample paper:

- 1 mark - Where relevant or appropriate these have also been included
- 2 mark - 2-4 questions
- 3 mark - 2-3 questions
- 4 mark - 3-4 questions

We have also ensured that the papers and sources are thematically linked, as is practice on the Open Awards sample paper. However, prior knowledge of the topics will not be necessary for, or an advantage to, those wishing to complete the papers.

The themes found in our papers are aligned with the Open Awards guidance, and include:

- Work and Education
 - Community and Citizenship
 - Environment
 - Family, Home and Social Issues
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Distribution of Topics and Skills

In each of the papers the distribution of the marks, assigned to each of the three main skill areas required, have been carefully allocated to match Open Awards exams.

In practice, this means that the paper's marks will be derived from questions which require the student to, in some capacity:

- identify or define,
- explain,
- compare.

The ratio of these three skill areas within the papers is maintained approximately a third, at between a maximum of 40%, and a minimum of 30% each.

Question Breakdown

For each of our 5 papers, we have shown the breakdown of topics and marks for all questions and tasks in the paper, below, similar to what is seen in the Open Awards Sample paper.

Paper 1: **Setting Matrix**

Learning Outcomes and Aims	Ref No.	Scope of Study (SoS)	Question Numbers (Marks Available)	Assessment Weighting
Read a range of different text types both confidently and fluently.	11	Identify the different situations when main points are sufficient and when it is important to have specific details.	Q9 (2 marks)	
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q8 (4 marks) Q11 (3 marks)	
	13	Identify implicit and inferred meaning in texts.	Q4 (2 marks)	
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q5 (4 marks)	
	15	(Use a range of reference materials) and appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources.	Q1 (3 marks) Q10 (1 mark)	
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q3 (2 marks)	
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q7 (4 marks)	
	18a	Follow an argument, identifying different points of view	Q7	
	18b	Follow an argument, distinguishing fact	Q6 (2 marks)	

	from opinion.		
19	Identify different styles of writing and writer's voice.	Q2 (3 marks)	
Total marks		30	30 Marks

Paper 2:
Setting Matrix

Learning Outcomes and Aims	Ref No.	Scope of Study (SoS)	Question Numbers (Marks Available)	Assessment Weighting
Read a range of different text types both confidently and fluently.	11	Identify the different situations when main points are sufficient and when it is important to have specific details.	Q10 (3 marks)	
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q11 (4 marks)	
	13	Identify implicit and inferred meaning in texts.	Q6 (3 marks)	
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q8 (2 marks) Q5 (4 marks)	
	15	(Use a range of reference materials) and appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources.	Q3 (1 mark)	
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q2 (2 marks)	
	17	Analyse texts of different levels of complexity, recognizing their use of	Q9 (4 marks)	

	vocabulary and identifying levels of formality and bias.		
18a	Follow an argument, identifying different points of view	Q4 (2 marks)	
18b	Follow an argument, distinguishing fact from opinion.	Q7 (2 marks)	
19	Identify different styles of writing and writer's voice.	Q1 (3 marks)	
Total marks		30	30 Marks

Paper 3:
Setting Matrix

Learning Outcomes and Aims	Ref No.	Scope of Study (SoS)	Question Numbers (Marks Available)	Assessment Weighting
Read a range of	11	Identify the different situations when main points are sufficient and when it is important to have specific details.	Q7 (2 marks)	
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q11 (4 marks)	
	13	Identify implicit and inferred meaning in texts.	Q3 (2 marks)	
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q6 (4 marks)	
	15	(Use a range of reference materials) and appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources.	Q1 (2 marks)	

different text types both confidently and fluently.

16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q2 (4 marks)	
17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q10 (4 marks)	
18a	Follow an argument, identifying different points of view	Q5 (1 mark)	
18b	Follow an argument, distinguishing fact from opinion.	Q4 (1 mark) Q8 (2 marks)	
19	Identify different styles of writing and writer's voice.	Q9 (4 marks)	
Total marks		30	30 Marks

**Paper 4:
Setting Matrix**

Learning Outcomes and Aims	Ref No.	Scope of Study (SoS)	Question Numbers (Marks Available)	Assessment Weighting
	11	Identify the different situations when main points are sufficient and when it is important to have specific details.	Q8 (2 marks)	
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q9 (4 marks)	
	13	Identify implicit and inferred meaning in texts.	Q1 (3 marks)	
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q2 (2 marks)	
	15	(Use a range of reference materials) and	Q5 (1 mark)	

Read a range of different text types both confidently and fluently.

	appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources.		
16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q4 (4 marks)	
17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q10 (4 marks)	
18a	Follow an argument, identifying different points of view	Q6 (2 marks)	
18b	Follow an argument, distinguishing fact from opinion.	Q3 (2 marks)	
19	Identify different styles of writing and writer's voice.	Q7 (2 marks) Q11 (4 marks)	
Total marks		30	30 Marks

**Paper 5:
Setting Matrix**

Learning Outcomes and Aims	Ref No.	Scope of Study (SoS)	Question Numbers (Marks Available)	Assessment Weighting
	11	Identify the different situations when main points are sufficient and when it is important to have specific details.	Q11 (4 marks)	
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q10 (4 marks)	
	13	Identify implicit and inferred meaning in texts.	Q3 (3 mark) Q7 (2 marks)	

Read a range of different text types both confidently and fluently.

14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q3	
15	(Use a range of reference materials) and appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources.	Q5 (1 mark)	
16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q2 (4 marks) Q4 (2 marks) Q6 (1 marks)	
17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q8 (4 marks)	
18a	Follow an argument, identifying different points of view	Q10	
18b	Follow an argument, distinguishing fact from opinion.	Q1 (2 marks)	
19	Identify different styles of writing and writer's voice.	Q9 (3 marks)	
Total marks		30	30 Marks

Writing

Questions and Marks

In our mock writing papers, we have created two distinct sections. These respective sections contain questions relating to two tasks, requiring the student to demonstrate awareness and capability in appropriate crafting of texts.

They aim to cover as many of the 6 Writing Composition Scope of Study (SoS) points as possible, drawing from the subject content as defined by Open Awards. They also permit the students to demonstrate their SPaG competency, by ensuring questions are designed to cover the 3 SPaG SoS points.

In addition to this, the marks for each section are broken down into the following:

- Task 1:
 - One question - 30 marks
 - Within this:
 - Writing Composition - 18 marks (60%)
 - SPaG (Spelling, Punctuation and Grammar) - 12 marks (40%)

 - Task 2:
 - One question - 30 marks
 - Within this:
 - Writing Composition - 18 marks (60%)
 - SPaG (Spelling, Punctuation and Grammar) - 12 marks (40%)
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The questions in the writing papers are not thematically linked. Prior knowledge of the topics will also not be necessary or an advantage to those wishing to complete the papers.

The themes found in our papers are aligned with the Open Awards guidance, and include:

- Work and Education
 - Community and Citizenship
 - Environment
 - Family, Home and Social Issues
-

Distribution of Skills

Questions have been designed to facilitate the demonstration of, and ensure that students will be required to:

- Communicate information, ideas and opinions clearly, coherently and effectively.
- Write text to an appropriate level of detail and length (including where this is specified), to complement the purpose and audience.
- Organise writing intentionally for different purposes, using appropriate format and structure.
- Convey clear meaning and establish cohesion using organisational markers effectively.
- Use different language and register suited to the audience and purpose.
- Construct complex sentences consistently and accurately, using paragraphs where appropriate.
- Punctuate writing correctly using a wide range of punctuation markers.
- Use correct grammar and modality devices.
- Spell words used in work, study and daily life, including a range of specialist words,

(In accordance with the assessment criterion set out by Open Awards.)

Question Breakdown

For each of our 5 papers, we have shown the breakdown of topics and marks for all questions and sections in the paper, below, similar to what is seen in the Open Awards Sample paper.

**Paper 1:
Setting Matrix**

Learning Outcomes and Aims	Ref No.	Scope of Study (SoS)	Question Numbers (Marks Available)	Assessment Weighting
<p>Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.</p> <p>Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.</p>	Writing Composition			
	23	Identify the different situations when main points are sufficient and when it is important to have specific details.	Both Questions	60%
	24	Compare information, ideas and opinions in different texts, including how they are conveyed.		
	25	Identify implicit and inferred meaning in texts.		
	26	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.		
	27	(Use a range of reference materials) and appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources.		
	28	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources.		
	SPaG			
	20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	Both Questions	40%
	21	Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)		
	22	Spell words used in work, study and daily life, including a range of specialist words		

**Paper 2:
Setting Matrix**

Learning Outcomes and Aims	Ref No.	Scope of Study (SoS)	Question Numbers (Marks Available)	Assessment Weighting
<p>Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.</p> <p>Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.</p>	Writing Composition			
	23	Identify the different situations when main points are sufficient and when it is important to have specific details.	Both Questions	60%
	24	Compare information, ideas and opinions in different texts, including how they are conveyed.		
	25	Identify implicit and inferred meaning in texts.		
	26	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.		
	27	(Use a range of reference materials) and appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources.		
	28	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources.		
	SPaG			
	20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	Both Questions	40%
	21	Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) ad modality devices (e.g. to express probability or desirability)		
	22	Spell words used in work, study and daily life, including a range of specialist words		

**Paper 3:
Setting Matrix**

Learning Outcomes and Aims	Ref No.	Scope of Study (SoS)	Question Numbers (Marks Available)	Assessment Weighting
<p>Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.</p> <p>Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.</p>	Writing Composition			
	23	Identify the different situations when main points are sufficient and when it is important to have specific details.	Both Questions	60%
	24	Compare information, ideas and opinions in different texts, including how they are conveyed.		
	25	Identify implicit and inferred meaning in texts.		
	26	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.		
	27	(Use a range of reference materials) and appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources.		
	28	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).		
	SPaG			
	20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	Both Questions	40%
	21	Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) ad modality devices (e.g. to express probability or desirability)		
	22	Spell words used in work, study and daily life, including a range of specialist words		

**Paper 4:
Setting Matrix**

Learning Outcomes and Aims	Ref No.	Scope of Study (SoS)	Question Numbers (Marks Available)	Assessment Weighting
<p>Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.</p> <p>Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.</p>	Writing Composition			
	23	Identify the different situations when main points are sufficient and when it is important to have specific details.	Both Questions	60%
	24	Compare information, ideas and opinions in different texts, including how they are conveyed.		
	25	Identify implicit and inferred meaning in texts.		
	26	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.		
	27	(Use a range of reference materials) and appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources.		
	28	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).		
	SPaG			
	20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	Both Questions	40%
	21	Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)		
22	Spell words used in work, study and daily life, including a range of specialist words			

**Paper 5:
Setting Matrix**

Learning Outcomes and Aims	Ref No.	Scope of Study (SoS)	Question Numbers (Marks Available)	Assessment Weighting
<p>Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.</p> <p>Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.</p>	Writing Composition			
	23	Identify the different situations when main points are sufficient and when it is important to have specific details.	Both Questions	60%
	24	Compare information, ideas and opinions in different texts, including how they are conveyed.		
	25	Identify implicit and inferred meaning in texts.		
	26	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.		
	27	(Use a range of reference materials) and appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources.		
	28	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).		
	SPaG			
	20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	Both Questions	40%
	21	Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)		
	22	Spell words used in work, study and daily life, including a range of specialist words		