



## **FS City and Guilds 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 sample papers on the open awards website, including but not limited to the below:

[Writing Sample Paper City and Guilds](#), and

[Reading Sample Paper City and Guilds](#)

In addition, we also consulted the points specified in the City and Guilds Functional Skills English qualification guide:

[City and Guilds Specification Guide](#)

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

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## **Subject Content**

City and Guilds 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 and complexities both confidently and fluently, applying their knowledge and understanding of texts to their answers.
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar;
- Understand the situations when, and audiences for whom, planning, drafting and using formal or informal language are more, or less, important.

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

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## **Reading**

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### **Questions and Marks**

In our mock reading papers, we have created three distinct sections. These respective sections contain questions relating to texts one and two, with the third section requiring both texts to be taken into account by the student. This parallels the City and Guilds Exam structure.

We aim to cover as many of the 9 Subject Content Statements (SCS) 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- Document 1  
Up to 14 marks in total.  
Including a mix of different mark questions, ranging from 1 to 4 marks.
- Section 2- Document 2  
Up to 13 marks in total.  
Including a mix of different mark questions, ranging from 1 to 4 marks.
- Section 3- Documents 1 and 2  
Up to 6 marks in total.  
Including a maximum of two questions, ranging from 2 to 4 marks.

We have aimed to ensure that the question types in our papers fit with those used by City and Guilds. As such, we have included appropriate numbers of multiple choice and short answer questions, in addition to higher mark, long-form questions.

We have also ensured that the papers produced have similar coverage of 1, 2, 3 and 4 mark questions as on the City and Guilds sample paper:

- 1 mark - 4-8 questions
- 2 mark - 2-7 questions
- 3 mark - 1-4 questions
- 4 mark - 1-4 questions

We have also ensured that the papers and sources are thematically linked, as is practice on the City and Guilds sample papers. 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 similar to those found in the City and Guilds sample papers, and include:

- Work and Education
  - Community and Citizenship
  - Environment
  - Family, Home and Social Issues
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## **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 City and Guilds Sample paper.

**Paper 1:  
Setting Matrix**

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	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.	Q2 (1 mark)	1
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q14 (4 marks) Q15 (2 marks)	6
	13	Identify implicit and inferred meaning in texts.	Q6 (2 marks) Q8 (1 mark) Q11 (3 marks)	6
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q9 (2 marks) Q13 (2 marks)	4
	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 )	1
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q4 (1 mark) Q5 (1 mark)	2
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q10 (2 marks)	2
	18	Follow an argument, identifying different points of view and distinguishing fact from opinion	Q12 (4 marks)	4
	19	Identify different styles of writing and writer's voice.	Q1 (1 mark) Q7 (3 marks)	4
	Total marks			30

**Paper 2:**  
**Setting Matrix**

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	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.	Q1 (1 mark) Q9 (2 marks)	3
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q15 (4 marks)	4
	13	Identify implicit and inferred meaning in texts.	Q5 (2 marks) Q11 (2 marks) Q13 (1 mark)	5
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q2 (1 mark) Q12 (2 marks) Q13 (1 mark)	4
	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.	Q4 (1 mark) Q8 (1 mark)	2
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q16 (2 marks)	2
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q14 (2 marks)	2
	18	Follow an argument, identifying different points of view and distinguishing fact from opinion	Q7 (2 marks) Q10 (2 marks)	4
	19	Identify different styles of writing and writer's voice.	Q3 (1 mark) Q6 (3 marks)	4
	Total marks			30

**Paper 3:**  
**Setting Matrix**

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	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 (1 marks)	1
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q15 (4 marks)	4
	13	Identify implicit and inferred meaning in texts.	Q6 (2 marks) Q8 (1 mark) Q14 (2 marks)	5
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q11 (2 marks) Q13 (1 mark)	3
	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)	1
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q4 (1 mark) Q7 (1 mark)	2
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q2 (2 marks) Q16 (2 marks)	4
	18	Follow an argument, identifying different points of view and distinguishing fact from opinion	Q3 (3 marks) Q12 (2 marks)	5
	19	Identify different styles of writing and writer's voice.	Q1 (1 mark) Q9 (4 marks)	5
	Total marks			30

**Paper 4:**  
**Setting Matrix**

Learning Outcomes and Aims	Ref.	Subject Content Statement (SCS)	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 (1 mark) Q14 (1 mark)	2
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q16 (4 marks)	4
	13	Identify implicit and inferred meaning in texts.	Q6 (2 marks) Q11 (2 marks) Q12 (1 mark)	5
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q1 (2 marks) Q2 (2 marks)	4
	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) Q9 (1 mark)	2
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q3 (1 mark) Q13 (1 mark)	2
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q15 (2 marks)	2
	18	Follow an argument, identifying different points of view and distinguishing fact from opinion	Q8 (4 marks)	4
	19	Identify different styles of writing and writer's voice.	Q4 (1 mark) Q7 (4 marks)	5
	Total marks			30

**Paper 5:  
Setting Matrix**

Learning Outcomes and Aims	Ref.	Subject Content Statement (SCS)	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.	Q1 (1 mark)	1
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q14 (2 marks) Q15 (2 marks)	4
	13	Identify implicit and inferred meaning in texts.	Q6 (2 marks) Q7 (1 mark) Q13 (1 mark)	4
	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) Q11 (2 marks)	4
	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) Q9 (1 mark)	2
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q10 (2 marks)	2
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q8 (2 marks)	2
	18	Follow an argument, identifying different points of view and distinguishing fact from opinion	Q4 (2 marks) Q12 (2 marks)	4
	19	Identify different styles of writing and writer's voice.	Q5 (1 mark) Q8 (2 marks) Q11 (2 marks) Q15 (2 marks)	7
	Total marks			30



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## **Writing**

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### **Questions and Marks**

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

These texts include both straightforward and complex texts of varying length, including, but not limited to:

- Articles
- Narratives
- Explanations
- Reports

They aim to cover as many of the 6 Writing Composition Subject Content Specification (SCS) points as possible, drawing from the subject content as defined by City and Guilds. They are also designed to permit the students to demonstrate their SPaG competency, by ensuring questions are designed to cover the 3 SPaG SCS points.

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

- Task 1:  
One question - 27 marks  
-Within this:  
Writing Composition - 15 marks (56%)  
SPaG (Spelling, Punctuation and Grammar) - 12 marks (44%)
- Task 2:  
One question - 27 marks  
-Within this:  
Writing Composition - 15 marks (56%)  
SPaG (Spelling, Punctuation and Grammar) - 12 marks (44%)

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The questions in the writing papers are not thematically linked. Furthermore, prior knowledge of the topics is not necessary or an advantage to those wishing to complete the papers.

The themes found in our papers are aligned with the City and Guilds guidance, and include:

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

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## **Distribution of Skills**

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

- Communicating information, ideas and opinions clearly, coherently and effectively.
- Communicating with appropriate detail to suit purpose and audience.
- Using appropriate format and structure for purpose and audience.
- Conveying clear meaning and establishing cohesion using organisational markers.
- Using appropriate language and register for purpose and audience.
- Constructing complex sentences consistently and accurately, using paragraphs where appropriate.
- Using correct spelling, punctuation and grammar.

(In accordance with the assessment criterion set out by City and Guilds.)

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## **Question Breakdown**

For each of the 5 papers we have produced, we have shown the breakdown of topics and marks for all questions and sections in the paper. These have been designed to parallel what is seen in the City and Guilds Sample Writing papers.

### **Paper 1: Setting Matrix**

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	Question Numbers (Marks Available)	Assessment Weighting
	<b>Writing Composition</b>			
	23	Identify the different situations when main points		

Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.		are sufficient and when it is important to have specific details.	Both Questions (15 marks per question)	56%
	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).		
	<b>SPaG</b>			
	20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).		
	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.		
		Total Marks Available	54	100%
Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.			Both Questions (12 marks per question)	44%

**Paper 2:  
Setting Matrix**

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	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>	<b>Writing Composition</b>			
	23	Identify the different situations when main points are sufficient and when it is important to have specific details.	Both Questions (15 marks per question)	56%
	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).		
	<b>SPaG</b>			
	20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	Both Questions (12 marks per question)	44%
	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.		
		Total Marks Available		

**Paper 3:  
Setting Matrix**

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	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>	<b>Writing Composition</b>			
	23	Identify the different situations when main points are sufficient and when it is important to have specific details.		
	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).		
	<b>SPaG</b>			
	20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).		
	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.		
		<b>Total Marks Available</b>	<b>54</b>	<b>100%</b>

**Paper 4:  
Setting Matrix**

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	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>	<b>Writing Composition</b>			
	23	Identify the different situations when main points are sufficient and when it is important to have specific details.		
	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.	Both Questions (15 marks per question)	56%
	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).		
	<b>SPaG</b>			
	20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).		
	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.		
		Total Marks Available	54	100%

**Paper 5:  
Setting Matrix**

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	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>	<b>Writing Composition</b>			
	23	Identify the different situations when main points are sufficient and when it is important to have specific details.		
	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.	Both Questions (15 marks per question)	56%
	28	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).		
	<b>SPaG</b>			
	20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).		
	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).	Both Questions (12 marks per question)	44%
	22	Spell words used in work, study and daily life, including a range of specialist words.		
		Total Marks Available	54	100%

