FS Edexcel 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 those listed and linked on the page below:
Sample Papers Edexcel

In addition, we also consulted the points specified in the Edexcel Functional Skills English qualification guide:
Edexcel Specification Guide

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

Subject Content

Edexcel 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.

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 more than one text to be taken into account by the student. This parallels the Edexcel 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 35, are broken down into the following for each section:

- Section A- Text 1: 7 marks in total.
  Including:
  1 question worth one mark.
  3 questions worth two marks.

- Section B- Text 2: 9 marks in total.
  Including:
  1 question worth one mark.
  2 questions worth two marks.
  1 question worth four marks.

- Section C- Text 3: 7 marks in total.
  Including:
  1 question worth one mark.
  1 question worth two marks.
  1 question worth four marks.

- Section D- Texts 1, 2, and 3: 12 marks in total.
  Including:
  1 question worth one mark.
  1 question worth two marks.
  1 question worth three marks.
  1 question worth six marks.

We have ensured that the question types in our papers fit with those used by Edexcel. As such, we have also replicated the standard format and distribution of multiple choice, short answer questions, and higher mark, long-form questions.

We have also ensured that the papers and sources are thematically linked, as is practice on the Edexcel 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 Edexcel sample papers, and include:
- Work and Education
- Community and Citizenship
- Environment
- Family, Home and Social Issues

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 Edexcel 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.	Q1 (2 marks) Q15 (3 marks)	5
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q13 (6 marks) Q14 (1 mark)	7
	13	Identify implicit and inferred meaning in texts.	Q5 (2 marks) Q9 (2 marks)	4
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q10 (4 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.	Q12 (2 marks)	2
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q4 (2 marks) Q7 (2 marks)	4
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q3 (2 marks) Q11 (1 mark)	3
	18	Follow an argument, identifying different points of view and distinguishing fact from opinion	Q6 (1 mark) Q8 (4 marks)	5
	19	Identify different styles of writing and writer's voice.	Q2 (1 mark)	1
Total marks			35	35 Marks

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 (2 marks) Q15 (3 marks)	5
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q13 (6 marks) Q14 (1 mark)	7
	13	Identify implicit and inferred meaning in texts.	Q5 (2 marks) Q9 (2 marks)	4
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q10 (4 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.	Q12 (2 marks)	2
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q4 (2 marks) Q7 (2 marks)	4
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q3 (2 marks) Q11 (1 mark)	3
	18	Follow an argument, identifying different points of view and distinguishing fact from opinion	Q6 (1 mark) Q8 (4 marks)	5
	19	Identify different styles of writing and writer's voice.	Q2 (1 mark)	1
		Total marks	35	35 Marks

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.	Q1 (2 marks) Q15 (3 marks)	5
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q13 (6 marks) Q14 (1 mark)	7
	13	Identify implicit and inferred meaning in texts.	Q5 (2 marks) Q9 (2 marks)	4
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q10 (4 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.	Q12 (2 marks)	2
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q4 (2 marks) Q7 (2 marks)	4
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q3 (2 marks) Q11 (1 mark)	3
	18	Follow an argument, identifying different points of view and distinguishing fact from opinion	Q6 (1 mark) Q8 (4 marks)	5
	19	Identify different styles of writing and writer's voice.	Q2 (1 mark)	1
		Total marks	35	35 Marks

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.	Q1 (2 marks) Q15 (3 marks)	5
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q13 (6 marks) Q14 (1 mark)	7
	13	Identify implicit and inferred meaning in texts.	Q5 (2 marks) Q9 (2 marks)	4
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q10 (4 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.	Q12 (2 marks)	2
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q4 (2 marks) Q7 (2 marks)	4
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q3 (2 marks) Q11 (1 mark)	3
	18	Follow an argument, identifying different points of view and distinguishing fact from opinion	Q6 (1 mark) Q8 (4 marks)	5
	19	Identify different styles of writing and writer's voice.	Q2 (1 mark)	1
Total marks			35	35 Marks

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 (2 marks) Q15 (3 marks)	5
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q13 (6 marks) Q14 (1 mark)	7
	13	Identify implicit and inferred meaning in texts.	Q5 (2 marks) Q9 (2 marks)	4
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q10 (4 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.	Q12 (2 marks)	2
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources).	Q4 (2 marks) Q7 (2 marks)	4
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q3 (2 marks) Q11 (1 mark)	3
	18	Follow an argument, identifying different points of view and distinguishing fact from opinion	Q6 (1 mark) Q8 (4 marks)	5
	19	Identify different styles of writing and writer's voice.	Q2 (1 mark)	1
		Total marks	35	35 Marks

Writing

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. In addition, each of the five papers include one longer, and one shorter task, as per the Edexcel structure.

The texts the student may be asked to produce include both straightforward and complex texts of varying length, including, but not limited to:
- Articles
- Narratives
- Explanations
- Emails
- 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 Edexcel. 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.

Each paper is worth 36 marks overall.
In addition to this, the marks for each section are broken down into the following:

- Task 1:
  One question - 21 marks
  -Within this:
  Writing Composition - 12 marks
  SPaG (Spelling, Punctuation and Grammar) - 9 marks

- Task 2:
  One question - 15 marks
  -Within this:
  Writing Composition - 9 marks
  SPaG (Spelling, Punctuation and Grammar) - 6 marks

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 Edexcel 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.
- Communicate using 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 Edexcel.)

Question Breakdown

For each of the 5 papers we have produced, we have shown the breakdown of topics and marks for both questions in the paper. These have been designed to parallel the experience and content of the Edexcel Sample Writing papers.

Paper 1:
Setting Matrix

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	Question Numbers (Marks Available)	Assessment Weighting
	Writing Composition			
	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.		
Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.	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 Tasks	58%
	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.		
Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.	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).		
	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).	Both Tasks	42%
	22	Spell words used in work, study and daily life, including a range of specialist words.		

		Total Marks Available	36	100%

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	Question Numbers (Marks Available)	Assessment Weighting
	Writing Composition			
Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.	23	Identify the different situations when main points are sufficient and when it is important to have specific details.	Both Tasks	58%
	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.		
Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.	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 Tasks	42%
	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	36	100%

Paper 3:
Setting Matrix

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	Question Numbers (Marks Available)	Assessment Weighting
	Writing Composition			
Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.	23	Identify the different situations when main points are sufficient and when it is important to have specific details.	Both Tasks	58%
	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.		
Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.	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).		
	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).	Both Tasks	42%

	22	Spell words used in work, study and daily life, including a range of specialist words.		
		Total Marks Available	36	100%

Paper 4:
Setting Matrix

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	Question Numbers (Marks Available)	Assessment Weighting
	Writing Composition			
Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.	23	Identify the different situations when main points are sufficient and when it is important to have specific details.	Both Tasks	58%
	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.		
Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.	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 Tasks	42%
	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 | 36 | 100% |

Paper 5:
<u>**Setting Matrix**</u>

Learning Outcomes and Aims	Ref	Subject Content Statement (SCS)	Question Numbers (Marks Available)	Assessment Weighting
	Writing Composition			
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. | 23 | Identify the different situations when main points are sufficient and when it is important to have specific details. | Both Tasks | 58% |
	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 Tasks	42%
	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	36	100%