



## **FS NCFE 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 past papers and sample papers available on the NCFE website:

[NCFE Functional Skills English L2 Sample Papers](#)

In addition, we also consulted the points specified in the NCFE Functional Skills English qualification specification:

[NCFE Functional Skills Specification](#)

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

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## **Subject Content**

NCFE Level 2 Functional Skills Qualifications in English, and thus our papers modelled on their samples and past papers, 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 confidence, effectiveness and independence, be able to use these functional skills in both formal and informal contexts, in work and real-life situations.

We have also ensured that the language used and the question design does not provide barriers to any of our learners.

Therefore, in accordance with the NCFE language guidelines, we have endeavoured to:

- use active sentences when possible.
- use familiar everyday language appropriate to the level.
- avoid using double negatives.
- avoid colloquialisms.
- ensure careful consideration of words which have dual or different meanings in subject specific or everyday language.

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## **Reading**

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## **Tasks 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 considered and compared by the student. This parallels the NCFE Exam structure.

We aimed to cover all of the 9 Subject Content (SC) points with the same assessment weighting as seen in the NCFE qualification specification guide.

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:  
6-9 marks per section.  
Including a mix of 1 and 2 mark questions.
- Section 4- Texts 1, 2 and 3:  
6-8 marks per section.  
Including two 3-4 mark questions.

We have aimed to ensure similar coverage of 1, 2, 3 and 4 mark questions as on the NCFE sample papers:

- 1 mark - 7-12 questions
- 2 mark - 6-10 questions
- 3-4 marks - 2 questions

We have also ensured that the papers and sources are thematically linked, as is practice on the NCFE past 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 aligned with our assessment of NCFE past papers, and the sources used in our papers include a range of straightforward and complex texts. These have been created on a range of topics, and to varying lengths, with the aim of either instructing, describing, explaining or persuading.

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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 NCFE Sample papers.

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

Learning Outcomes and Aims	Reference	Subject Content Statement	Question Numbers (Marks Available)	Assessment Weighting
<p>Read a range of different text types both confidently and fluently.</p> <p>This should include: -Straightforward and complex texts</p> <p>-With different purposes and lengths</p> <p>-On a range of topics</p>	L2.2.11	Identify the different situations when the main points are sufficient and when it is important to have specific details.	Q5 (1 mark) Q13 (2 marks)	10.00%
	L2.2.12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q16 (3 marks)	10.00%
	L2.2.13	Identify implicit and inferred meaning in texts.	Q1 (1 mark) Q10 (1 mark) Q14 (2 marks)	13.33%
	L2.2.14	Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.	Q12 (2 marks) Q15 (2 marks)	13.33%
	L2.2.15	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) Q7 (1 mark)	6.67%
	L2.2.16	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.	Q2 (1 mark) Q9 (2 marks)	10.00%
	L2.2.17	Analyse texts, of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q17 (4 marks)	13.33%
	L2.2.18	Follow an argument, identifying different points of view, and distinguishing fact from opinion.	Q3 (2 marks) Q11 (2 marks)	13.33%

L2.2.19	Identify different styles of writing and writer's voice.	Q6 (2 marks) Q8 (1 mark)	10.00%
Total marks		30	30 Marks

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

Learning Outcomes and Aims	Reference	Subject Content Statement	Question Numbers (Marks Available)	Assessment Weighting
<p>Read a range of different text types both confidently and fluently.</p> <p>This should include:</p> <ul style="list-style-type: none"> <li>-Straightforward and complex texts</li> <li>-With different purposes and lengths</li> <li>-On a range of</li> </ul>	L2.2.11	Identify the different situations when the main points are sufficient and when it is important to have specific details.	Q2 (2 marks) Q14 (1 mark)	10.00%
	L2.2.12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q16 (3 marks)	10.00%
	L2.2.13	Identify implicit and inferred meaning in texts.	Q1 (1 mark) Q11 (1 mark) Q15 (2 marks)	13.33%
	L2.2.14	Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.	Q7 (2 marks) Q9 (2 marks)	13.33%
	L2.2.15	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) Q10 (1 mark)	6.67%
	L2.2.16	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.	Q12 (2 marks) Q6 (1 mark)	10.00%

topics	L2.2.17	Analyse texts, of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q17 (4 marks)	13.33%
	L2.2.18	Follow an argument, identifying different points of view, and distinguishing fact from opinion.	Q8 (2 marks) Q13 (2 marks)	13.33%
	L2.2.19	Identify different styles of writing and writer's voice.	Q3 (2 marks) Q5 (1 mark)	10.00%
	Total marks		30	30 Marks

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

Learning Outcomes and Aims	Reference	Subject Content Statement	Question Numbers (Marks Available)	Assessment Weighting
Read a range of different text types both confidently	L2.2.11	Identify the different situations when the main points are sufficient and when it is important to have specific details.	Q6 (1 mark) Q17 (1 mark)	10.00%
	L2.2.12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q19 (3 marks)	10.00%
	L2.2.13	Identify implicit and inferred meaning in texts.	Q3 (2 marks) Q13 (1 mark) Q14 (1 mark)	13.33%
	L2.2.14	Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.	Q11 (1 mark) Q15 (1 mark) Q20 (3 marks)	13.33%
	L2.2.15	Use a range of reference materials and appropriate resources (eg	Q10 (1 mark) Q18 (1 mark)	6.67%

<p>and fluently.</p> <p>This should include: -Straightforward and complex texts</p> <p>-With different purposes and lengths</p> <p>-On a range of topics</p>		glossaries/legends/keys) for different purposes, including to find the meaning of words in straightforward and complex sources.		
	L2.2.16	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.	Q4 (2 marks) Q8 (1 mark)	10.00%
	L2.2.17	Analyse texts, of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q5 (2 marks) Q16 (2 marks)	13.33%
	L2.2.18	Follow an argument, identifying different points of view, and distinguishing fact from opinion.	Q2 (1 mark) Q7 (2 marks) Q12 (1 mark)	13.33%
	L2.2.19	Identify different styles of writing and writer's voice.	Q1 (1 mark) Q9 (2 marks)	10.00%
	Total marks			30

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

Learning Outcomes and Aims	Reference	Subject Content Statement	Question Numbers (Marks Available)	Assessment Weighting
	L2.2.11	Identify the different situations when the main points are sufficient and when it is important to have specific details.	Q3 (1 mark) Q5 (1 mark) Q11 (1 mark)	10.00%
	L2.2.12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q19 (3 marks)	10.00%
	L2.2.13	Identify implicit and inferred meaning in texts.	Q7 (1 mark) Q8 (1 mark) Q17 (2 marks)	13.33%

<p>Read a range of different text types both confidently and fluently.</p> <p>This should include:</p> <ul style="list-style-type: none"> <li>-Straightforward and complex texts</li> <li>-With different purposes and lengths</li> <li>-On a range of topics</li> </ul>	L2.2.14	Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.	Q10 (2 marks) Q14 (2 marks)	13.33%
	L2.2.15	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.	Q2 (1 mark) Q16 (1 mark)	6.67%
	L2.2.16	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.	Q4 (1 mark) Q9 (2 marks)	10.00%
	L2.2.17	Analyse texts, of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q1 (1 mark) Q18 (3 marks)	13.33%
	L2.2.18	Follow an argument, identifying different points of view, and distinguishing fact from opinion.	Q12 (2 marks) Q15 (2 marks)	13.33%
	L2.2.19	Identify different styles of writing and writer's voice.	Q6 (2 marks) Q13 (1 mark)	10.00%
	Total marks			30

**Paper 5:**  
**Setting Matrix**

Learning Outcomes and Aims	Reference	Subject Content Statement	Question Numbers (Marks Available)	Assessment Weighting
	L2.2.11	Identify the different situations when the main points are sufficient and when it is important to have specific details.	Q1 (1 mark) Q2 (1 mark) Q11 (1 mark)	10.00%



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

This should include:

- Straightforward and complex texts
- With different purposes and lengths
- On a range of topics

L2.2.12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q16 (3 marks)	10.00%
L2.2.13	Identify implicit and inferred meaning in texts.	Q9 (2 marks) Q13 (2 marks)	13.33%
L2.2.14	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) Q14 (2 marks)	13.33%
L2.2.15	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) Q15 (1 mark)	6.67%
L2.2.16	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.	Q3 (2 marks) Q10 (1 mark)	10.00%
L2.2.17	Analyse texts, of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q17 (4 marks)	13.33%
L2.2.18	Follow an argument, identifying different points of view, and distinguishing fact from opinion.	Q5 (2 marks) Q7 (2 marks)	13.33%
L2.2.19	Identify different styles of writing and writer's voice.	Q6 (2 marks) Q12 (1 mark)	10.00%
Total marks		30	30 Marks

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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 questions relating to two tasks, requiring the student to demonstrate awareness and capability when crafting texts.

We aimed to cover all of the 6 Writing Composition Subject Content (SC) points with the same assessment weighting as seen in the NCFE qualification specification guide.

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 - 22 marks
    - Within this:
      - Writing Composition - 13 marks
      - SPaG (Spelling, Punctuation and Grammar) - 9 marks
  
  - Task 2:
    - One question - 22 marks
    - Within this:
      - Writing Composition - 13 marks
      - SPaG (Spelling, Punctuation and Grammar) - 9 marks
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## **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 NCFE.)

Each writing task will require the student to create an answer which aligns to a specific type of text, and a set of prescribed instructions. Both tasks will also assess the student's ability to assess and use the appropriate:

- format
- language
- purpose
- audience
- structure

Thus, the tasks will provide a comprehensive demonstration of the student's ability to create texts in response to a brief or scenario.

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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 sections in the paper, below, similar to what is seen in the NCFE Sample paper.

**Paper 1:  
Setting Matrix**

Learning Outcomes and Aims	Ref No.	Subject Content Statement	Question Numbers (Marks Available)	Assessment Weighting	
<p>Students must be able to produce a variety of different texts.</p> <p>This should include straightforward narratives, instructions, explanations and reports of varying length.</p>	<b>Writing Composition</b>				
	L2.3.23	Communicate information, ideas and opinions clearly, coherently and effectively.	Q1 (13 marks) Q2 (13 marks) (26 marks in total)	13.64%	
	L2.3.24	Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience.		9.09%	
	L2.3.25	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables).		13.64%	
	L2.3.26	Convey clear meaning and establish cohesion using organisational markers effectively.		4.55%	
	L2.3.27	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.		9.09%	
	L2.3.28	Construct complex sentences consistently and accurately, using paragraphs where appropriate.		9.09%	
	<b>SPaG</b>				
	L2.3.20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	Q1 (9 marks)	13.64%	
	L2.3.21	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).	Q2 (9 marks)	13.64%	
	L2.3.22	Spell words used in work, study and daily life, including a range of specialist words.	(18 marks in total)	13.64%	
	Total Marks Available			44 Q1 (22 marks)	

Q2 (22 marks)

**Paper 2:  
Setting Matrix**

Learning Outcomes and Aims	Ref No.	Subject Content Statement	Question Numbers (Marks Available)	Assessment Weighting
<p>Students must be able to produce a variety of different texts.</p> <p>This should include straightforward narratives, instructions, explanations and reports of varying length.</p>	<b>Writing Composition</b>			
	L2.3.23	Communicate information, ideas and opinions clearly, coherently and effectively.	Q1 (13 marks) Q2 (13 marks) (26 marks in total)	13.64%
	L2.3.24	Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience.		9.09%
	L2.3.25	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables).		13.64%
	L2.3.26	Convey clear meaning and establish cohesion using organisational markers effectively.		4.55%
	L2.3.27	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.		9.09%
	L2.3.28	Construct complex sentences consistently and accurately, using paragraphs where appropriate.		9.09%
	<b>SPaG</b>			
	L2.3.20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	Q1 (9 marks)	13.64%
	L2.3.21	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).	Q2 (9 marks) (18 marks in total)	13.64%

L2.3.22	Spell words used in work, study and daily life, including a range of specialist words.		13.64%
Total Marks Available		44 Q1 (22 marks) Q2 (22 marks)	

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

Learning Outcomes and Aims	Ref No.	Subject Content Statement	Question Numbers (Marks Available)	Assessment Weighting
<p>Students must be able to produce a variety of different texts.</p> <p>This should include straightforward narratives, instructions, explanations and reports of varying length.</p>	<b>Writing Composition</b>			
	L2.3.23	Communicate information, ideas and opinions clearly, coherently and effectively.	Q1 (13 marks) Q2 (13 marks) (26 marks in total)	13.64%
	L2.3.24	Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience.		9.09%
	L2.3.25	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables).		13.64%
	L2.3.26	Convey clear meaning and establish cohesion using organisational markers effectively.		4.55%
	L2.3.27	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.		9.09%
	L2.3.28	Construct complex sentences consistently and accurately, using paragraphs where appropriate.		9.09%
	<b>SPaG</b>			

	L2.3.20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	Q1 (9 marks) Q2 (9 marks) (18 marks in total)	13.64%
	L2.3.21	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).		13.64%
	L2.3.22	Spell words used in work, study and daily life, including a range of specialist words.		13.64%
	Total Marks Available		44 Q1 (22 marks) Q2 (22 marks)	

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

Learning Outcomes and Aims	Ref No.	Subject Content Statement	Question Numbers (Marks Available)	Assessment Weighting
Students must be able to produce a variety of different texts.  This should	<b>Writing Composition</b>			
	L2.3.23	Communicate information, ideas and opinions clearly, coherently and effectively.	Q1 (13 marks) Q2 (13 marks) (26 marks in total)	13.64%
	L2.3.24	Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience.		9.09%
	L2.3.25	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables).		13.64%
	L2.3.26	Convey clear meaning and establish cohesion using organisational markers effectively.		4.55%
	L2.3.27	Use different language and register (e.g. persuasive techniques, supporting evidence,		9.09%

include straightforward narratives, instructions, explanations and reports of varying length.

	specialist words), suited to audience and purpose.		
L2.3.28	Construct complex sentences consistently and accurately, using paragraphs where appropriate.		9.09%
<b>SPaG</b>			
L2.3.20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	Q1 (9 marks) Q2 (9 marks) (18 marks in total)	13.64%
L2.3.21	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).		13.64%
L2.3.22	Spell words used in work, study and daily life, including a range of specialist words.		13.64%
Total Marks Available		44 Q1 (22 marks) Q2 (22 marks)	

**Paper 5:  
Setting Matrix**

Learning Outcomes and Aims	Ref No.	Subject Content Statement	Question Numbers (Marks Available)	Assessment Weighting
	<b>Writing Composition</b>			
	L2.3.23	Communicate information, ideas and opinions clearly, coherently and effectively.	Q1 (13 marks) Q2 (13 marks)	13.64%
	L2.3.24	Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience.		9.09%
	L2.3.25	Organise writing for different purposes using appropriate format and structure (e.g. standard		13.64%



Students must be able to produce a variety of different texts.

This should include straightforward narratives, instructions, explanations and reports of varying length.

	templates, paragraphs, bullet points, tables).	(26 marks in total)	
L2.3.26	Convey clear meaning and establish cohesion using organisational markers effectively.		4.55%
L2.3.27	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.		9.09%
L2.3.28	Construct complex sentences consistently and accurately, using paragraphs where appropriate.		9.09%
<b>SPaG</b>			
L2.3.20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	Q1 (9 marks)	13.64%
L2.3.21	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).	Q2 (9 marks)	13.64%
L2.3.22	Spell words used in work, study and daily life, including a range of specialist words.	(18 marks in total)	13.64%
Total Marks Available		44	
		Q1 (22 marks)	
		Q2 (22 marks)	