

## **General Marking Guidance Reading**

- If a learner has crossed out a response to a question, the work should still be marked unless the learner has replaced it with an alternative answer.
- Markers should apply the mark scheme consistently across all papers marked. Markers should mark according to the mark scheme and should apply it positively awarding full marks where the answer meets the mark scheme.
- Where the answers do not meet the mark scheme, markers should be prepared to award zero marks.
- The mark scheme gives guidance as to how to allocate marks where an answer is graded according to candidate performance. Where the response does not meet the requirements of the minimum mark, zero marks should be awarded.
- Where the mark scheme allows a mark for 'any (other) valid response', the marker should judge the response's merits based on the information provided in the assessment materials.
- Where the marker is unsure of how to apply the mark scheme, guidance from the Principal Examiner must be sought.

## Assessment Guidance

Skill Standards	Coverage and Range	Task										Total	
		1	2	3	4	5	6	7	8	9	10		
<b>Reading</b> Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	a) Select and use different types of texts to obtain and utilise relevant information.			4					2				6
	b) Read and summarise, succinctly, information/ideas from different sources.						6		2				8
	c) Identify the purposes of texts and comment on how meaning is conveyed.	1	2								3		6
	d) Detect point of view, implicit meaning and/or bias.				4	2							6
	e) Analyse texts in relation to audience needs and consider suitable responses.											6	6
	f) In three or more texts.												
<b>Total</b>											32		

## Assessment Mark Sheet – Reading

Reading Tasks			
Q	Acceptable Responses	Mark Available	Open/ Closed
1	<p><b>Document 1</b>            What is the main purpose of <b>Document One</b>?</p> <p>Accept any of the following responses:</p> <ul style="list-style-type: none"> <li>To inform</li> <li>To tell people about weather</li> <li>To give advice</li> </ul> <p>Answer must have qualifying verb.</p>	1 mark	Closed
2	<p><b>Document 1</b>            Identify ways in which the layout of <b>Document One</b> helps the reader to understand the information.</p> <p>Accept any of the following (1 mark for each, maximum 2):</p> <ul style="list-style-type: none"> <li>Use of columns</li> <li>Use of categories</li> <li>Use of a table</li> <li>Use of a grid</li> <li>Use of capital letters</li> <li>Use of bold</li> <li>Emphasis on certain words</li> </ul> <p>Needs explanation. Any other valid answer based on the text.</p>	2 marks	Closed
3	<p><b>Document 1</b>            You need to travel tomorrow and severe weather is predicted. According to <b>Document One</b> what precautions could you take?</p> <p>Accept any of the following:</p> <ul style="list-style-type: none"> <li>Check local and national weather forecast/or met office to keep up to date with latest warnings</li> <li>Any 'be prepared' warnings</li> <li>Prepare for travel disruption</li> <li>Drive with care</li> </ul> <p>Any other valid answer based on the text.</p>	4 marks	Open

<p><b>4</b></p>	<p><b>Document 2</b>        Using examples from <b>Document Two</b> describe how the writer feels about the storm.</p> <p>Accept any of the following examples from the text (1 mark for each, maximum 2):</p> <ul style="list-style-type: none"> <li>• “This was really going to be a good one!”</li> <li>• “I watched in awe”</li> <li>• “I was “happy”</li> <li>• “My nerves were quite rattled.”</li> <li>• “Powerful desire”</li> <li>• “I was hopeful because I liked incredible storms”</li> <li>• “not able to take my eyes off the angry and fascinating sky”</li> </ul> <p>Any other valid example based on the text.</p> <p>Example use of verbs:</p> <ul style="list-style-type: none"> <li>• Excited</li> <li>• Happy</li> <li>• Pleased</li> <li>• Enthusiastic</li> <li>• Looking forward to it</li> <li>• Hopeful</li> <li>• Fascinated</li> <li>• Scared</li> </ul> <p>Any other valid example based on the text (1 mark for each, maximum 2).</p>	<p><b>2 marks – descriptions</b>  <b>2 marks – examples</b></p>	<p>Open</p>
<p><b>5</b></p>	<p><b>From Document 2</b>  <b>Document Two</b> illustrates the impact of lightning. Use examples from the text to explain the consequences of this aspect of the storm.</p> <p>Accept any of the following (1 mark for each, maximum 2):</p> <ul style="list-style-type: none"> <li>• Damaged houses</li> <li>• Trees struck</li> <li>• Crows electrocuted / dead</li> <li>• No electricity</li> <li>• Power surge</li> </ul> <p>Any other valid examples of damage based on the text.</p>	<p><b>2 marks</b></p>	<p>Open</p>

<p><b>6</b></p> <p><b>Document 1</b></p> <p>You are preparing a leaflet to advise people on preparing for different types of weather. Using information from <b>Document One</b> describe the likely impact of each of the following types of weather event and precautions that could be taken:</p> <p>Markers should use their own judgement to accept responses that show clearly that the candidate has understood the document and the question. Award one mark for each box correctly filled in. Examples of acceptable responses:</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Weather event</th> <th style="padding: 5px;">Impact</th> <th style="padding: 5px;">How to prepare</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">High impact RAIN</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• Flooding of roads and property</li> <li>• Severe disruption to travel</li> <li>• Loss of gas/electricity</li> <li>• Significant risk to life</li> </ul> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• Take action to prepare yourself and take the advice of the emergency services.</li> </ul> </td> </tr> <tr> <td style="padding: 5px;">Low impact WIND</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• Some trees brought down</li> <li>• Localised travel disruption</li> <li>• Problems for high sided vehicles</li> <li>• Debris blown about</li> </ul> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• Drive with care</li> <li>• Be aware of possible debris being blown around</li> </ul> </td> </tr> <tr> <td style="padding: 5px;">High impact SNOW</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• Many roads closed</li> <li>• Risk of becoming stranded</li> <li>• Disruption to air and rail travel</li> <li>• Risk to personal safety</li> <li>• Loss of gas and electricity</li> </ul> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• Prepare to keep yourself and property safe</li> <li>• Take advice from emergency services</li> <li>• Do not make unnecessary journeys</li> <li>• Take care when walking</li> </ul> </td> </tr> </tbody> </table>	Weather event	Impact	How to prepare	High impact RAIN	<ul style="list-style-type: none"> <li>• Flooding of roads and property</li> <li>• Severe disruption to travel</li> <li>• Loss of gas/electricity</li> <li>• Significant risk to life</li> </ul>	<ul style="list-style-type: none"> <li>• Take action to prepare yourself and take the advice of the emergency services.</li> </ul>	Low impact WIND	<ul style="list-style-type: none"> <li>• Some trees brought down</li> <li>• Localised travel disruption</li> <li>• Problems for high sided vehicles</li> <li>• Debris blown about</li> </ul>	<ul style="list-style-type: none"> <li>• Drive with care</li> <li>• Be aware of possible debris being blown around</li> </ul>	High impact SNOW	<ul style="list-style-type: none"> <li>• Many roads closed</li> <li>• Risk of becoming stranded</li> <li>• Disruption to air and rail travel</li> <li>• Risk to personal safety</li> <li>• Loss of gas and electricity</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare to keep yourself and property safe</li> <li>• Take advice from emergency services</li> <li>• Do not make unnecessary journeys</li> <li>• Take care when walking</li> </ul>	<p><b>3 marks effects or consequences</b></p> <p><b>3 marks for how to prepare</b></p>	<p>Closed</p> <p>Open</p>
	Weather event	Impact	How to prepare												
	High impact RAIN	<ul style="list-style-type: none"> <li>• Flooding of roads and property</li> <li>• Severe disruption to travel</li> <li>• Loss of gas/electricity</li> <li>• Significant risk to life</li> </ul>	<ul style="list-style-type: none"> <li>• Take action to prepare yourself and take the advice of the emergency services.</li> </ul>												
	Low impact WIND	<ul style="list-style-type: none"> <li>• Some trees brought down</li> <li>• Localised travel disruption</li> <li>• Problems for high sided vehicles</li> <li>• Debris blown about</li> </ul>	<ul style="list-style-type: none"> <li>• Drive with care</li> <li>• Be aware of possible debris being blown around</li> </ul>												
High impact SNOW	<ul style="list-style-type: none"> <li>• Many roads closed</li> <li>• Risk of becoming stranded</li> <li>• Disruption to air and rail travel</li> <li>• Risk to personal safety</li> <li>• Loss of gas and electricity</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare to keep yourself and property safe</li> <li>• Take advice from emergency services</li> <li>• Do not make unnecessary journeys</li> <li>• Take care when walking</li> </ul>													

<p><b>7</b></p>	<p><b>Document 1 and 2</b>          One of your friends intends to go ‘storm chasing’ and spend time outdoors during the next thunderstorm. Using the information in <b>Document One</b> and <b>Document Two</b>, what advice would you give them?</p> <p>Accept explanations from candidate that show ability to interpret the question (1 mark for each correct point, maximum 2). E.g.:</p> <ul style="list-style-type: none"> <li>• Listen out for thunder</li> <li>• Keep an eye on the sky</li> <li>• Stay low</li> <li>• Stay away from trees</li> <li>• Avoid water</li> <li>• Avoid Metal</li> <li>• Listen to weather forecasts</li> </ul> <p>Examiners should be aware that the advice does not necessarily have to refer to safety.</p>	<p><b>2 marks</b></p>	<p>Open</p>
<p><b>8</b></p>	<p><b>Document 3</b>          Using <b>Document Three</b> explain why Weather Lore came into existence.</p> <p>Accept clear explanations that demonstrate the candidate’s understanding of the text, e.g.:</p> <ul style="list-style-type: none"> <li>• Need to make predictions</li> <li>• Memory</li> <li>• Ability to predict</li> </ul> <p>Any other valid examples based on the text.</p>	<p><b>2 marks</b></p>	<p>Open</p>

<p><b>9</b></p>	<p>All three documents show how writers can present information using different writing styles to reach their audience. Identify a style used in each of the documents and explain its effect.</p> <p>Candidate identifies a technique or style (no marks)</p> <ul style="list-style-type: none"> <li>• Scientific detail</li> <li>• Explanatory writing</li> <li>• Informative writing</li> <li>• Formal / academic style</li> <li>• Rhyme</li> <li>• Informal writing</li> <li>• Poetic / creative writing</li> <li>• Non-factual writing</li> <li>• Like a nursery rhyme</li> <li>• Proverb</li> </ul> <p>Accept any of the following for effects of this style, for each of the texts:</p> <ul style="list-style-type: none"> <li>• Entertains reader</li> <li>• Makes it memorable</li> <li>• Convincing</li> <li>• Informative</li> <li>• Explanatory</li> <li>• Makes meaning clear</li> </ul> <p>Only accept answers with explanation. Any other valid example based on the text.</p>	<p><b>3 marks</b></p>	<p>Open</p>
<p><b>10</b></p>	<p>For <b>each</b> of the <b>three documents</b>, identify a likely audience. Give a reason for your choice of audience using examples from the text.</p> <p>Accept any of the following (1 mark for each point):</p> <p><b>Document 1</b> – General public, people who want weather information for any reason</p> <p><b>Document 2</b> – People who also like storms, people who are interested in others’ stories, general reader</p> <p><b>Document 3</b> – Anyone who studies folklore, people interested in history, amateurs who predict weather.</p> <p>Accept any reasonable reason for choice of audience for each text.</p>	<p><b>3 marks for audience</b>  <b>3 marks for reason</b></p>	<p>Open</p>
<p><b>Total marks for Reading Activities – 32</b></p>			