

### **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.					2	3			3			8
	b) Read and summarise, succinctly, information/ideas from different sources.				4				3				7
	c) Identify the purposes of texts and comment on how meaning is conveyed.		2								3		5
	d) Detect point of view, implicit meaning and/or bias.							3				4	7
	e) Analyse texts in relation to audience needs and consider suitable responses.	2		3									5
	f) In three or more texts.												
<b>Total</b>												<b>32</b>	

**Assessment Mark Sheet – Reading**

Reading Tasks				
Q	Acceptable Responses	Mark Available	Open/closed	Candidate Marks
1	<p><b>Document 1</b></p> <p>1 mark for each:</p> <ul style="list-style-type: none"> <li>Information clearly laid out showing each service</li> <li>Material is factual</li> <li>Tells you about entry requirements</li> </ul>	2 marks	Open	
2	<p><b>Document 3</b></p> <p>Main purpose: To inform the reader about issues in the health service and the impact on nurses stress levels.</p> <p>Explanation should include how the impact is conveyed.</p> <p>Full explanation needed for 2 marks.</p>	2 marks	Open	
3	<p><b>Document 3</b></p> <p>For main message accept:            Rising awareness of nurses stress levels            Issues with nurses in the NHS</p> <p>Explanations:</p> <ul style="list-style-type: none"> <li>Most of the text is devoted to the impact of stress levels</li> <li>Use of quotes and statistics to validate argument</li> <li>Attempt to balance the argument with NHS response is not as strong as the negative argument</li> <li>The headline is about stress</li> <li>The article opens and closes with impact of stress</li> </ul> <p>Accept any other reasonable answer based on the text.</p>	2 marks	Open	

4	<p>A clear comparison. <b>2 marks</b>          Some evidence of a comparison. <b>1 mark</b>          No evidence of comparison. <b>0 marks</b></p> <p>One example from each document mentioned. <b>2 marks</b>          One example used from only one document. <b>1 mark</b>          No examples given. <b>0 marks</b></p> <p>Possible examples from the text:  <b>Document 1</b>          For special constable:</p> <ul style="list-style-type: none"> <li>• Have an <b>interest</b> in the local community</li> <li>• Will need to be <b>confident</b> in attending incidents and tackling anti-social behaviour</li> <li>• <b>Interested</b> in the law, attend court</li> <li>• <b>Physically fit</b> for foot patrol</li> <li>• Will get <b>training- implicit in text</b> (says CID requires higher level of training)</li> </ul> <p><b>Document 2</b>          For firefighter:</p> <ul style="list-style-type: none"> <li>• Provide <b>additional support</b> to full time fire fighters</li> <li>• Be <b>committed</b> to providing local community with high level of service</li> <li>• Be <b>confident</b> with crowd control</li> <li>• <b>Physically fit</b> – a requirement</li> <li>• <b>Minimum age requirement</b></li> <li>• <b>Live</b> near a station</li> <li>• Will get <b>training</b></li> </ul> <p>Good explanation of their choice <b>2 marks</b>          Some explanation of their choice <b>1 mark</b>          No explain of their choice <b>0 marks</b></p> <p>If only a list provided award a maximum of 2 marks for using both documents and only 1 mark for using one document.</p> <p>Any other reasonable response take from the text.</p>	<b>6 marks max</b>	Open	
5	<p><b>Document 2</b></p> <ul style="list-style-type: none"> <li>• Crowd control</li> <li>• Keeping public out of harm’s way</li> <li>• Helping wounded to safety</li> </ul> <p>Any other reasonable responses taken from the text.</p>	<b>2 marks</b>	Open	

6	<p>Reference to each leaflet having a different perspective.</p> <p><b>Document 1</b> is informational/factual and explains how the service is organised (1 mark).  <b>Document 2</b> promotes the service and benefits of joining (1 mark).  <b>Document 3</b> looks at issues in the service and tries to give a balanced perspective (1 mark).</p> <p>Examples used to illustrate (1 mark for an example from each text).  <b>Document 1</b> Explains all three options in clear paragraphs. Not promotional.  <b>Document 2</b> Promotional language, exciting builds momentum e.g.: read on...  <b>Document 3</b> Quotes to give validity. Spokesperson from both sides.</p> <p>Accept any reasonable answer based on the text and comparisons must be made.</p>	6 marks	Open	
7	<p><b>Document 3</b>          Reference to:</p> <ul style="list-style-type: none"> <li>• Nurses are having to work harder due to staff cuts</li> <li>• Nurses are under more stress-survey says this</li> <li>• Stress is making them ill-more time off</li> <li>• Increasing incidents of stress related illness</li> <li>• There is no change in their working conditions forthcoming</li> </ul> <p>Accept any other reasonable answer based on the text.</p>	2 marks	Open	
8	<p><b>Document 1</b>          Refer to all three options: PC, SC, PCSO          Summary to include the following: (1 mark for each)</p> <ul style="list-style-type: none"> <li>• Paid/unpaid</li> <li>• Police detect crime (only)</li> <li>• Full time job/volunteer</li> <li>• Differences between a police officer, special constable/PCSO</li> </ul>	3 marks	Open	

9	<p><b>For Document 1:</b></p> <ul style="list-style-type: none"> <li>• Accept any typical features of a webpage – e.g.: sidebar, banner.</li> <li>• Informative and factual language</li> <li>• Instructional language</li> <li>• Use of colour blue in heading – to signify police uniform</li> </ul> <p><b>For Document 2:</b></p> <ul style="list-style-type: none"> <li>• Use of red and yellow – signifying fire</li> <li>• Use of pictures</li> <li>• Use of bulleted list</li> <li>• Use of heading and sub headings</li> <li>• questions</li> </ul> <p><b>For Document 3:</b></p> <ul style="list-style-type: none"> <li>• Bullet points</li> <li>• Informative language</li> <li>• Columns</li> <li>• Use of statistics</li> <li>• Quotes</li> </ul> <p>Accept other reasonable responses that show awareness of presentational or language features.</p>	<p><b>3 marks</b>  <b>1 mark for identifying technique</b></p> <p><b>1 mark for how it is used</b></p> <p><b>1 mark for effect</b></p>	Open	
10	<p><b>Document 2 and Document 3</b></p> <p>Explanation: Facts can be substantiated e.g.: there are 6000 more nurses in the UK, the RCN represents about 300,000 nurses, you must be over 18 years old to be a volunteer firefighter.</p> <p>Opinion is a view e.g. you will have great fun.</p> <p>Marks – one for each <b>correct</b> explanation, one from each text.</p>	4 marks	Open	
<b>Total marks for reading activities – 32 marks</b>				