

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.
- 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	
Reading 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.						3				3	6
	b) Read and summarise, succinctly, information/ideas from different sources.				6							6
	c) Identify the purposes of texts and comment on how meaning is conveyed.	2	2						3			7
	d) Detect point of view, implicit meaning and/or bias.					2		6				8
	e) Analyse texts in relation to audience needs and consider suitable responses.			2						3		5
	f) In three or more texts.											
Total											32	

Assessment Mark Sheet – Reading

Reading Tasks			
Q	Acceptable Responses	Mark Available	Open/ Closed
1	<p>Document 2 Explain the main purpose of Document Two.</p> <p>Accept any of the following purposes:</p> <ul style="list-style-type: none"> • To inform: gives information on how to build a wildlife garden • To advise: information would enable someone to set up their own wildlife garden • To give information about how to encourage wildlife into your garden: details of how to set up a wildlife garden 	2 marks	Closed
2	<p>Document 3 Identify ways in which the writer of Document Three has helped the reader to understand the information.</p> <p>Accept any two of the following:</p> <ul style="list-style-type: none"> • Use of paragraphs • Use of informal language • Use of pictures • Addressing the reader directly <p>Accept any other valid answer based on the text.</p>	2 marks	Open
3	<p>Document 1 What is the main message in Document One? Use information from the text to support your answer.</p> <p>Accept any of the following responses regarding main message (1 mark):</p> <ul style="list-style-type: none"> • Be careful with baby animals in Spring • Do not assume baby animals have been abandoned or orphaned • Do not rush to take baby animals to rescue centres • Wait to see if parents of young animals are nearby <p>On a website that is easy to find and so will reach the intended audience. Can be updated to reflect the season (1 mark).</p>	2 marks	Open

<p>4</p>	<p>Document 2</p> <p>You have been asked to give a presentation to the local gardening club on how to encourage insects, birds and amphibians into the garden. Summarise the information from Document Two into three slides, one for each topic.</p> <p>Accept any two of the following responses for each of the three categories, (1 mark for each):</p> <p><u>Insects</u></p> <ul style="list-style-type: none"> • Grow native and non-native plants • Grow climbing plants • Recycle organic kitchen and garden waste to create compost • Choose plants that flower at different times of the year • Delay cutting back perennials until spring • Use dead wood for insects to live on/in • Grow wild plants for food and shelter for insects. • Leave part of the lawn uncut <p><u>Birds</u></p> <ul style="list-style-type: none"> • Have pond or water feature • Feed them • Put out bird boxes • Put out bird baths • Grow climbing plants against bare walls and trellises • Delay cutting back perennials until spring as birds feed on the seed heads. • Select trees and shrubs with berries • Recycle organic kitchen and garden waste to create compost for birds to feed on <p><u>Amphibians</u></p> <ul style="list-style-type: none"> • Ponds or water features without fish • Leave lawn uncut • Long grass 	<p>6 marks</p>	<p>Open</p>
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<p>5</p>	<p>Document 2 What would put you off from doing a similar project to the one mentioned in Document Two?</p> <p>Accept any two of the following, (1 mark for each):</p> <ul style="list-style-type: none"> • Looks like a middle aged pastime • Find it boring, uninteresting • Not appropriate for those without a garden • Looks like hard work • Don't like insects • Don't like birds • What is the point of a pond without fish • Winter will awful • Breeds rats and foxes <p>Accept any other valid answer based on the text.</p>	<p>2 marks</p>	<p>Open</p>
<p>6</p>	<p>From Document 1 and Document 3 Your friend has found some fox cubs under her shed that she thinks have been abandoned by their mother and has started to feed them. Using the information in Document One and Document Three advise your friend on what to do.</p> <p>Accept any of the following:</p> <ul style="list-style-type: none"> • Watch to see if the cubs have actually been abandoned. • Stop feeding them • Contact the Wildlife Shelter. • Block voids underneath shed • Buy repellent • Use noise makers and strong smells <p>Accept any other valid answer based on the text.</p>	<p>3 marks maximum 2 if only use one document</p>	<p>Open</p>

<p>7</p>	<p>Using examples from all three documents compare and contrast the writers' views on wildlife</p> <p>Writer of Document One:</p> <ul style="list-style-type: none"> • Sympathetic towards wildlife • Doesn't want the public to interfere in nature, best to let nature take its course. • Seek advice before intervening <p>Writer of Document Two:</p> <ul style="list-style-type: none"> • Sympathetic towards wildlife • Wants to attract nature to her garden • Doesn't see insects and wildlife as a nuisance • Ignores the issues with having wildlife in garden... untidy, overgrow, insects bite! <p>Writer of Document Three:</p> <ul style="list-style-type: none"> • Writer is sympathetic: <ul style="list-style-type: none"> ○ Recognises they can be a nuisance ○ Looks for humane ways of deterring them. • Writer is not sympathetic: <ul style="list-style-type: none"> ○ Wants to deter them and looks for ways of doing this ○ Gives examples of how to get rid of foxes. <p>Only accept answers that are making a comparison. Accept any other reasonable answer based on the text.</p>	<p>6 marks</p>	<p>Open</p>
<p>8</p>	<p>Using a different example from each document, explain how the writers have used language to convey meaning.</p> <p>Accept answers from candidates that show an understanding of different language styles used by each of the three authors. E.g.:</p> <ul style="list-style-type: none"> • Metaphors • Idioms • Rhetorical questions • Informal language • Formal language • Persuasive language <p>All three documents must be mentioned for full marks.</p>	<p>3 marks</p>	<p>Open</p>

9	<p>The writers of all three documents highlight how interfering with nature can lead to unforeseen consequences. Give one example from each document.</p> <p>Document 1: Animals will be brought into the centre when they should be left alone.</p> <p>Document 2: Domestic cat could kill the wild animals.</p> <p>Document 3: Feeding foxes can lead to rats.</p>	3 marks	Closed
10	<p>Document 1</p> <p>Using the information in Document One, comment on the survival strategy used by wild animals to prepare their young for life in the wild.</p> <p>Accept any answer that shows an understanding of the importance of animals having to fend for themselves in the wild and how their parents have to prepare young for this.</p> <p>Must have an example e.g.: rabbits abandon their kittens during the day.</p>	3 marks	Open
<p>Total marks for reading activities - 32</p>			