

### An Inspector Calls – Comparison (20 marks)

| <b>Marks</b>                         | <b>General comment</b>                                                                       | <b>AO1</b>                                                                                                                                                                                                                                                                                 | <b>AO2</b>                                                                                                                                                                                                                                                | <b>AO3</b>                                                                                                                                                                                                                                               |
|--------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 6</b><br><b>18–20 marks</b> | <b>Sustained critical style in an informed personal response to both text and task</b>       | <ul style="list-style-type: none"> <li>• Coherent critical style sustained in an informed personal response to the text, showing consistently perceptive understanding (AO1)</li> <li>• Textual references and quotations are precise, pertinent and skilfully interwoven (AO1)</li> </ul> | <ul style="list-style-type: none"> <li>• Detailed and well-developed analysis of writer's use of language, form and structure to create meanings and effects (AO2)</li> <li>• Consistently effective use of relevant subject terminology (AO2)</li> </ul> | <ul style="list-style-type: none"> <li>• Perceptive and sensitive understanding of context and how it informs evaluation of the text (AO3)</li> </ul>                                                                                                    |
| <b>Level 5</b><br><b>15–17 marks</b> | <b>Convincing critical style in a well-developed personal response to both text and task</b> | <ul style="list-style-type: none"> <li>• Convincing critical style maintained in a well-developed personal response to the text, showing some insightful understanding (AO1)</li> <li>□ Textual references and quotations are well-selected and fully integrated (AO1)</li> </ul>          | <ul style="list-style-type: none"> <li>• Thoughtful and developed analysis of writer's use of language, form and structure to create meanings and effects (AO2)</li> <li>• Good use of relevant subject terminology (AO2)</li> </ul>                      | <ul style="list-style-type: none"> <li>• Achieves a sustained, interwoven comparison of texts</li> <li>• Convincing understanding of context which informs the response to the text (AO3)</li> <li>• Achieves a sustained comparison of texts</li> </ul> |
| <b>Level 4</b><br><b>11–14 marks</b> | <b>Credible critical style in a detailed personal response to both text and task</b>         | <ul style="list-style-type: none"> <li>• Some critical style demonstrated in a detailed personal response to the text, showing clear understanding (AO1)</li> <li>• Relevant textual references and quotations are selected to support the response (AO1)</li> </ul>                       | <ul style="list-style-type: none"> <li>• Some analysis of writer's use of language, form and structure to create meanings and effects (AO2)</li> <li>• Competent use of relevant subject terminology (AO2)</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Clear understanding of context which informs the response to the text (AO3)</li> <li>• Develops some key points of comparison between texts</li> </ul>                                                          |
| <b>Level 3</b><br><b>7–10 marks</b>  | <b>A reasonably developed personal response to both text and task</b>                        | <ul style="list-style-type: none"> <li>• Reasonably detailed personal response to the text showing understanding (AO1)</li> <li>• Some use of relevant textual references and quotations to support the response (AO1)</li> </ul>                                                          | <ul style="list-style-type: none"> <li>• Reasonable explanation of writer's use of language, form and structure to create meanings and effects (AO2)</li> <li>• Some use of relevant subject terminology (AO2)</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Some relevant comments about context inform the response to the text (AO3)</li> <li>□ Makes some explicit, relevant comparisons between texts</li> </ul>                                                        |
| <b>Level 2</b><br><b>4–6 marks</b>   | <b>A straightforward personal response to both text and task</b>                             | <ul style="list-style-type: none"> <li>• Begins to develop a straightforward personal response to the text showing some understanding (AO1)</li> <li>• Some relevant support from the text (AO1)</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>• Simple comments on writer's use of language, form or structure (AO2)</li> <li>• Limited use of subject terminology (AO2)</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• Some awareness of context, which may be implied (AO3)</li> <li>• Some identification of key links between texts</li> </ul>                                                                                      |
| <b>Level 1</b><br><b>1–3 marks</b>   | <b>A basic response to both text and task</b>                                                | <ul style="list-style-type: none"> <li>• Makes a few relevant comments about the text (AO1)</li> <li>• Makes limited references to the text (AO1)</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>• A little awareness of language, form or structure (AO2)</li> <li>• Very little use of subject terminology (AO2)</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• A little awareness of context implied, related to the text (AO3)</li> <li>• Limited, if any, attempt to make obvious links between texts</li> </ul>                                                             |
| <b>0 marks</b>                       | <b>No response or no response worthy of credit.</b>                                          |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                          |

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## **Table of Contents Ocr F21june 2013 Mark Scheme**

1. Understanding the eBook Ocr F21june 2013 Mark Scheme
  - The Rise of Digital Reading Ocr F21june 2013 Mark Scheme
  - Advantages of eBooks Over Traditional Books
2. Identifying Ocr F21june 2013 Mark Scheme
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Ocr F21june 2013 Mark Scheme
  - User-Friendly Interface
4. Exploring eBook Recommendations from Ocr F21june 2013 Mark Scheme
  - Personalized Recommendations
  - Ocr F21june 2013 Mark Scheme User Reviews and Ratings
  - Ocr F21june 2013 Mark Scheme and Bestseller Lists
5. Accessing Ocr F21june 2013 Mark Scheme Free and Paid eBooks
  - Ocr F21june 2013 Mark Scheme Public Domain eBooks

- Ocr F21june 2013 Mark Scheme eBook Subscription Services
- Ocr F21june 2013 Mark Scheme Budget-Friendly Options
- 6. Navigating Ocr F21june 2013 Mark Scheme eBook Formats
  - ePub, PDF, MOBI, and More
  - Ocr F21june 2013 Mark Scheme Compatibility with Devices
  - Ocr F21june 2013 Mark Scheme Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Ocr F21june 2013 Mark Scheme
  - Highlighting and Note-Taking Ocr F21june 2013 Mark Scheme
  - Interactive Elements Ocr F21june 2013 Mark Scheme
- 8. Staying Engaged with Ocr F21june 2013 Mark Scheme
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Ocr F21june 2013 Mark Scheme
- 9. Balancing eBooks and Physical Books Ocr F21june 2013 Mark Scheme
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Ocr F21june 2013 Mark Scheme
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Ocr F21june 2013 Mark Scheme
  - Setting Reading Goals Ocr F21june 2013 Mark Scheme
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Ocr F21june 2013 Mark Scheme
  - Fact-Checking eBook Content of Ocr F21june 2013 Mark Scheme
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks

#### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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