

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

| Marks                                | General comment                                                                              | AO1                                                                                                                                                                                                                                                                                        | AO2                                                                                                                                                                                                                                                       | AO3                                                                                                                                                                                                                                                      |
|--------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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>                                     | <p>Clear understanding of context which informs the response to the text (AO3)</p> <ul style="list-style-type: none"> <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>                       | No response or no response worthy of credit.                                                 |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                          |

# Ocr Core 3 Jan 2013 Mark Scheme

**Michael Brown**



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