

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

Marks	General comment	AO1	AO2	AO3
<b>Level 6</b> 18–20 marks	<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> 15–17 marks	<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> 11–14 marks	<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> 7–10 marks	<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> 4–6 marks	<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> 1–3 marks	<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.			

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## **Table of Contents Ocr May 2013 C1 Mark Scheme**

1. Understanding the eBook Ocr May 2013 C1 Mark Scheme
  - The Rise of Digital Reading Ocr May 2013 C1 Mark Scheme
  - Advantages of eBooks Over Traditional Books
2. Identifying Ocr May 2013 C1 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 May 2013 C1 Mark Scheme
  - User-Friendly Interface
4. Exploring eBook Recommendations from Ocr May 2013 C1 Mark Scheme
  - Personalized Recommendations
  - Ocr May 2013 C1 Mark Scheme User Reviews and Ratings

- Ocr May 2013 C1 Mark Scheme and Bestseller Lists
- 5. Accessing Ocr May 2013 C1 Mark Scheme Free and Paid eBooks
  - Ocr May 2013 C1 Mark Scheme Public Domain eBooks
  - Ocr May 2013 C1 Mark Scheme eBook Subscription Services
  - Ocr May 2013 C1 Mark Scheme Budget-Friendly Options
- 6. Navigating Ocr May 2013 C1 Mark Scheme eBook Formats
  - ePub, PDF, MOBI, and More
  - Ocr May 2013 C1 Mark Scheme Compatibility with Devices
  - Ocr May 2013 C1 Mark Scheme Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Ocr May 2013 C1 Mark Scheme
  - Highlighting and Note-Taking Ocr May 2013 C1 Mark Scheme
  - Interactive Elements Ocr May 2013 C1 Mark Scheme
- 8. Staying Engaged with Ocr May 2013 C1 Mark Scheme
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Ocr May 2013 C1 Mark Scheme
- 9. Balancing eBooks and Physical Books Ocr May 2013 C1 Mark Scheme
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Ocr May 2013 C1 Mark Scheme
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Ocr May 2013 C1 Mark Scheme
  - Setting Reading Goals Ocr May 2013 C1 Mark Scheme
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Ocr May 2013 C1 Mark Scheme
  - Fact-Checking eBook Content of Ocr May 2013 C1 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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