

### 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.			

# Ocr All Mark Schemes F21may 2013

**Jiyuan Zhang**



**Ocr All Mark Schemes F21may 2013:**

## **Ocr All Mark Schemes F21may 2013** Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the power of words has be much more evident than ever. They have the ability to inspire, provoke, and ignite change. Such could be the essence of the book **Ocr All Mark Schemes F21may 2013**, a literary masterpiece that delves deep in to the significance of words and their effect on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall affect readers.

<https://crm.avenza.com/results/Resources/default.aspx/Service%20Manual%202015%20Venza.pdf>

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