

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

Marks	General comment	AO1	AO2	AO3
<b>Level 6</b> <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> <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> <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> <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> <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> <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 May 2013 Mark Scheme

**IM Harris**



## **Ocr Core May 2013 Mark Scheme:**

**OCR Psychology** Philip Banyard, Cara Flanagan, 2013-09-05 OCR Psychology Third Edition is endorsed by OCR for use with the OCR AS Psychology specification. This book prepares students for all elements of the OCR Psychology AS exam. It covers both research methods and core studies, giving the who, what, where, and even the why of each study. It also looks at some of the work that followed the studies. Key features of the book include Psychological Investigations, the first chapter of the book, which helps students to understand research methods in psychology; useful support for the Psychological Investigations exam; and for understanding the core studies themselves. Core Studies: each study is described first in a Nutshell, followed by a detailed account of the aims, method, results, and conclusions. Guidance is given on how each study can be evaluated, and a wealth of extra materials is provided for each study: questions to assess understanding, practical activities, multiple choice and exam style questions, further reading, and video links. Background to each core study is included in the Starters and Afters, featuring information about related research before and after the study, and biographical details of the researcher. s. Approaches, perspectives, issues, and methods are considered in a brand new chapter to cover the themes of the course and prepare students for the long answer questions on the Core Studies exam. Exam guidance: each chapter ends with short and long answer exam style questions, answered by students with teacher feedback. The book is presented in colourful and well structured magazine style spreads to aid the learning process. This 3rd edition has been completely revised and is now accompanied by a companion website featuring an extensive range of online resources for both teachers and students, including answers to the questions posed in the book, glossary, flash cards, and multiple choice test banks. **OCR**

**Psychology: AS Revision Guide** Cara Flanagan, 2013-10-08 This is a comprehensive student revision guide for those taking the OCR AS Psychology exam. It summarises the specification material clearly and attractively so that information can be easily digested and retained. Packed full of revision tips and techniques, the book includes a number of unique and helpful features: Overviews of the OCR specification content; Coverage of all the core studies; A separate chapter dedicated to research methods and preparing for the exam; A large number of exam style questions and answers, annotated with teacher comments; Separate sections for each unit exam on how to answer questions successfully; A comprehensive glossary of important terms and their definitions to aid understanding of the material. OCR Psychology AS Revision Guide provides the detailed information which will aid students in their preparation for the exam. Although a companion to OCR Psychology AS Core Studies and Psychological Investigations Third Edition by Philip Banyard and Cara Flanagan, this revision guide can be used alongside any OCR AS Level Psychology textbook. [Ocr Medical Investigations Mark Scheme](#) Colin Shephard, Rosemary Rees, 2004-01-30

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