

**LEVEL 1 AND 2 CERTIFICATE**

**LIVING TEXTS**

**B933**

Unit B933: Comparing Texts – Personal Study

**Sample Tasks**

Suggested Word count: 1000

The suggested time for presentations or discussions is between 10 to 30 minutes depending on the style of the presentation.

- 1 *The Ask and The Answer*, Patrick Ness; *Noughts and Crosses*, Malorie Blackman

'Relationships in a divided world': compare the ways in which the relationships of Viola and Todd and Callum and Sephy are presented.

- 2 *The Kite Runner*, Khaled Hosseini; *The Kite Runner* film, dir. Mark Foster

Compare the treatment of key scenes in the novel and film. What is gained and/or lost in each version?

- 3 *Northern Lights*, Philip Pullman; *The Book of Genesis*, Chapters 1 to 3

Explore the ways in which Philip Pullman makes use of the Old Testament story of the Creation in *Northern Lights*.

- 4 *Wilfred Owen – Selected Poems and Letters*, (ed.) Helen Cross; *Scars Upon My Heart*, (ed.) Catherine Reilly

Compare some of the ways in which the experience of war is conveyed in [a selection of] poems by Wilfred Owen and by women writers of the time.

- 5 *Solar*, Ian McEwan; *Sustainable Energy – Without the Hot Air*, David J.C. MacKay;  
<http://news.bbc.co.uk/weather/hi/climate>

'Science (in) Fiction'. How effectively does McEwan's fiction present and explain scientific issues?

- 6 Look at any film version of a novel or play you have studied. What is gained and what is lost in the film version?

- 7 *Selected Poems*, Tony Harrison; *Selected Poems*, Carol Ann Duffy

Compare some of the ways in which family life is portrayed in Harrison's and Duffy's poems.

- 8 *Fever Pitch*, Nick Hornby; *When Saturday Comes* film; *Four Four Two* magazine (selections)

How effectively does each of these texts convey the excitement and fascination of football?

- 9 Looking at any two texts that study life in schools, compare the experiences of those at school.

- 10 *Gulliver's Travels*, Jonathan Swift; *Gulliver's Travels* film (1939); *Gulliver's Travels* film (2010)

'Gulliver's continuing travels': How far do the animation and the feature film convey the meaning and effect of Swift's novel?

- 11 Looking at any original Shakespeare texts and a modern adaptation of the play on film or TV, compare how effectively the original text has been updated.

- 12 Looking at any two works of science fiction compare how the future is treated in such works.

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**MARK SCHEME**

**MAXIMUM MARK     40**

		<b>Descriptors</b>
<b>BAND</b>	<b>MARKS</b>	<b>AO3: Explore ways in which links and connections between texts can shape readers' responses</b>
<b>1</b>	<b>40 39 38 37 36</b>	<p><b>A sustained and fully convincing response</b></p> <ul style="list-style-type: none"> <li>• showing sustained perception in exploring ways in which texts link and connect with one another</li> <li>• showing sustained insight in exploring ways in which meaning and effect are created in different texts</li> <li>• supported by precise and perceptive references to detail from the texts</li> </ul>
<b>2</b>	<b>35 34 33 32 31</b>	<p><b>A confident and cogent response</b></p> <ul style="list-style-type: none"> <li>• showing some perception in exploring ways in which texts link and connect with one another</li> <li>• showing some insight in exploring ways in which meaning and effect are created in different texts</li> <li>• supported by cogent reference to detail from the texts</li> </ul>
<b>3</b>	<b>30 29 28 27 26</b>	<p><b>A clear and developed response</b></p> <ul style="list-style-type: none"> <li>• showing good understanding of ways in which texts link and connect with one another</li> <li>• giving clear explanation of how meaning and effect are created in different texts</li> <li>• supported by clearly appropriate references to the texts</li> </ul>
<b>4</b>	<b>25 24 23 22 21</b>	<p><b>A reasonably developed response</b></p> <ul style="list-style-type: none"> <li>• showing understanding of how texts may link and connect with one another</li> <li>• showing understanding of how meaning and effect are created in different texts</li> <li>• supported by relevant reference to the texts</li> </ul>
<b>5</b>	<b>20 19 18 17 16</b>	<p><b>A response with some organisation</b></p> <ul style="list-style-type: none"> <li>• showing some understanding that texts may link and connect with each other</li> <li>• showing some understanding of ways in which meaning and effect are created in different texts</li> <li>• giving examples of support from the texts</li> </ul>
<b>6</b>	<b>15 14 13 12 11</b>	<p><b>Some relevant comments</b></p> <ul style="list-style-type: none"> <li>• showing some awareness of links and connections between texts</li> <li>• showing some awareness of meaning and effect</li> <li>• making some reference to the texts</li> </ul>
<b>7</b>	<b>10 9 8 7 6</b>	<p><b>A few points</b></p> <ul style="list-style-type: none"> <li>• making a few comments about links/connections between texts and/or meaning/effect</li> <li>• making a few references to the texts</li> </ul>

8	5 4 3 2 1 0	<b>A minimal response</b> <ul style="list-style-type: none"><li>• showing very little awareness of links/connections between texts or of meaning/effect</li><li>• making very little or no reference to the texts</li></ul>
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