**Level 2 Written text examination questions**

2009 **GENERAL TOPICS**

*You can use one of these topics to write about ANY type of extended text (including non-fiction)****.***

1. Readers are often challenged by controversial or difficult issues or ideas.

Analyse how an **issue or idea** in a text you have studied **challenged you to alter or develop your ideas**.

2. Readers will often think about characters long after a text has been finished.

Analyse how the writer **made a character or characters memorable** for you in a text you have studied.

3. Readers often respond to texts by comparing the time and place in which the text is set with their own society.

Analyse how the **setting** of a text you have studied **caused you to examine aspects of your own society**.

4. Readers need to make a connection with a text for the reading experience to be satisfactory.

Analyse how your **experience of reading** a text you have studied was either **satisfying or unsatisfying**.

5. Many writers set out to explore the nature of human experiences, such as love, grief, revenge, or racism.

Analyse how a text you have studied **explores an aspect of human experience**.

6. The structure of a text is important in controlling the rise and fall in tension.

Analyse how a text you have studied has been **structured to achieve impact**.

2008 **TOPICS** (Choose ONE)

**1.** Analyse how the **beginning of the text** created a strong impression of at least ONE **character or individual**.

**2.** Analyse how at least ONE **setting** helped develop an **important theme**.

**3.** Analyse how **surprise and / or humour** helped the writer communicate an **important message**.

**4.** Analyse how the writer created **impact** in ONE **important section**.

**5.** Analyse how **internal and / or external conflict** were important to the text.

*Note: “internal conflict” means conflict* within *a character / individual, and “external conflict” means conflict* between *different characters / individuals or groups.*

**6.** Analyse how the writer **influenced you** to think differently about an **important idea or issue**.

2007 **TOPICS** (Choose ONE)

**1**. Analyse how ONE **main character or individual** changed to become **more (OR less) admirable**.

**2**. Analyse how **features** of ONE important section made it particularly **effective**.

**3**. Analyse how the writer presented **a positive OR negative view** of **humanity and / or society**.

**4**. Analyse how ONE OR MORE **symbols** were used to present an **important idea or ideas**.

**5**. Analyse how a text strengthened or changed **your opinion** of **a particular topic or issue**.

**6**. Analyse how the **resolution of a main conflict** was important to **the text as a whole**.

2006 **TOPICS** (choose ONE)

**1. Analyse how** ONE or MORE **minor character(s)** helped you understand a **main character**.

Note: “Character” can refer to an individual in a non-fiction text.

**2. Analyse how** an **important setting** was made **realistic or believable**.

**3. Analyse how techniques** were used to **strongly affect your emotions** in ONE or TWO key sections.

**4. Analyse how links** between the **beginning** and **end** helped you understand a **main theme or issue**.

**5. Analyse how** your text managed to be BOTH **entertaining** AND **thought-provoking**.

**6. Analyse how** ONE **main character’s attempts to solve a problem** were important to the **text as a whole**.

Note: “Character” can refer to an individual in a non-fiction text.

2005 **TOPICS** (choose ONE)

**1. Analyse how** the author’s **choice and presentation of setting** helped develop a **main theme**.

**2. Analyse how** the **ending** of the text helped you understand the **purpose** of the text more clearly.

**3. Analyse how** the **presentation of conflict** helped develop your understanding of an **important issue**.

Note: “Conflict” could include internal conflict as well as conflict between characters, groups or ideas.

**4. Analyse how actions** OR **dialogue** helped you to understand ONE **main character / individual**.

**5. Analyse how** the author’s **presentation** of ONE **important section / part changed your opinion**

about a **character / individual** OR **issue**.

**6. Analyse how contrast** helped the author communicate an **important message or idea**.

Note: “Contrast” could include contrast between characters or settings; or contrast between

different sections / parts in terms of style, mood, tone, pace, etc.

2004 **1.** Describe a section of a text you have studied that created a strong sense of **mood, suspense or**

**atmosphere AND** analyse how this mood, suspense or atmosphere was created.

**2.** Analyse techniques used to show changes in a main character or individual in a text you have studied **AND** why these changes were important to the text as a whole.

**3.** Analyse methods used to make a text you have studied **believable OR persuasive.**

**4.** Describe a **main conflict** in a text you have studied **AND** analyse how the confl ict helped the author to present important ideas.

**5.** Analyse how a text you have studied created a strong **fi rst impression of individual(s) OR character(s) OR setting AND** why this fi rst impression was important to the text as a whole.

**6.** How was the **structure OR style OR language** of a text you have studied particularly **original or unusual AND** why was this effective?

**7.** Describe an important **symbol** or symbols in a text you have studied **AND** analyse how the symbol(s) helped develop ideas in the text.

**8.** Identify what you consider to be the author’s main **purpose** in producing a text you have studied

**AND** explore, in depth, one or two main techniques used to achieve it.

**2003**

**1.** Show how at least **TWO** individual **episodes, sections or events** in your studied text **held your interest** as a reader.

**2.** Outline an **idea** in your studied text and explain **why** the idea caused a **strong reaction** in you as a reader.

**3.** Show how the **experiences and/or behaviour of a character or individual** were **important** in your studied text.

**4.** Show how the **setting or situation** of your studied text was **presented or developed**.

**5.** Show how the **beginning and ending** of your studied text **contributed to its presentation** of EITHER **characters/individuals** OR **ideas**.

**6.** Show how EITHER **relationships** OR **conflicts** were **important** (or not important) in your studied text.