

TYPES OF QUESTIONS	EXAMPLES OF QUESTIONS	Guidance for students
Questions based on the selected extracts	1. Which of the author's choices in this extract do you find most effective/powerful in relation to the global issue? 2. Can you comment on how the use of [extract-specific level 1 or level 2 choice] contributes to shaping our understanding of the GI in this extract? 3. How does line X [evidence from the extract] further highlight the GI in this extract? 4. Which authorial choices/ textual features visible in the extract are typical of the author's style/ larger BOW?	1- If you're choosing to comment on something you have already discussed in your 10 min commentary, ensure that you widen the scope of discussion as opposed to just repeating yourself: for instance, bring in different examples from the text. 2 and 3 - Offer specific analysis of the choices/ evidence you've been asked about (use the right analysis words such as imply, evoke, emphasise, and discuss HOW the effect is created for readers/audience) and don't forget to link it with the GI. 4 - Use this as an opportunity to connect the specific extracts with the whole text.
Questions based on the whole texts/ bodies of work	1. What broader patterns or overarching methods/techniques do you perceive in the BOW/whole text which help present the GI? 2. How does the author's use of [insert text-specific authorial choice/textual feature] add to the BOW's/ whole text's presentation of this global issue? 3. How does the title of the text connect with the GI you have chosen to discuss? 4. When you were researching the text, were there any relevant choices/features/extracts that you noticed but didn't include in your oral?	1- Avoid commenting on a 'Level 1' choice as you need to pick a pattern or a trend in the whole text/ BOW. It's a good idea to discuss a recurring Level 2 choice or a common approach to the GI (for example, recurring patterns related to structure/ narrative voice etc. in a range of poems/short stories; or a recurring use of visual metaphors, choices related to colour, etc. in cartoons/photographs) 2 and 3- Offer specific analysis of the choices you've been asked about and discuss HOW the effect is created for readers/audience). Don't forget to link it with the GI. 4 - Preparing beyond your 10 bullet points will help address a question such as this.
Questions which encourage comparison and contrast of the literary and non literary texts (for Language and Literature) and the lit text and work in translation (for Literature)	1. What are the biggest parallels you see between the 2 texts in terms of their presentation of the GI? 2. How does the literary form or genre-based conventions of each text affect the way it presents the global issue? 3. What stance does each text take on the	1- You may want to specifically comment on similarities or differences or BOTH, depending on what has been overlooked/ not discussed enough in your 10 min commentary. 2 - These questions give you an opportunity to not just compare and contrast the two texts but to also reflect an awareness of form and genre: make your response rooted in generic conventions and textual features.

	global issue? How is this apparent in the way that they are written/presented?	3 - Comment on your overall impression of the texts' particular stance towards the GI: Optimistic? Cynical? Deliberately ambiguous? Justify your response with specific details.
Questions based around personal reflection	1. Has either text changed your opinion/understanding about the global issue? Why/why not?	1 - Avoid giving away any personal details when addressing such a question. Comment instead on the influence the text has had in changing your opinion/understanding of the GI.