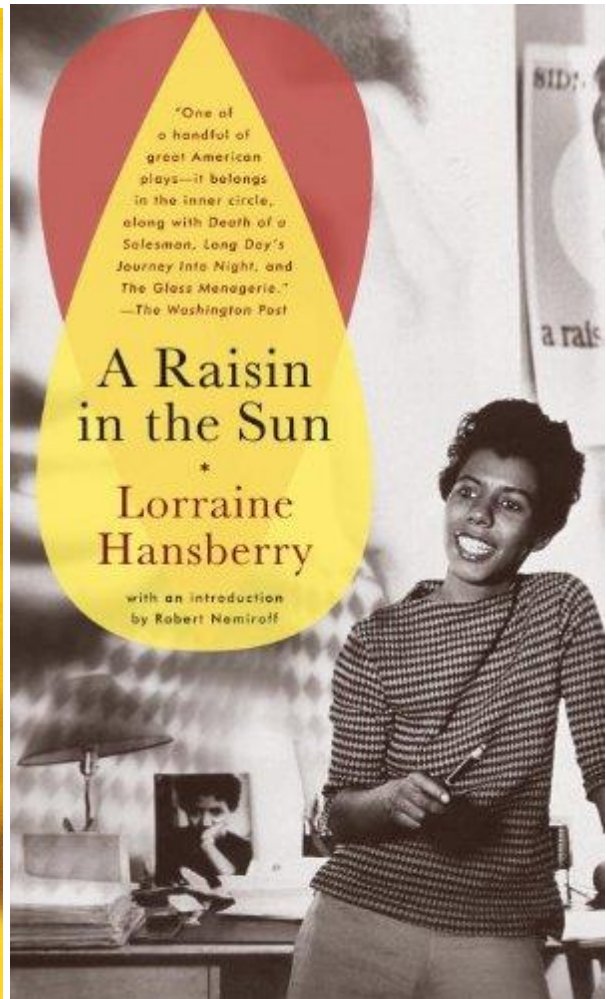
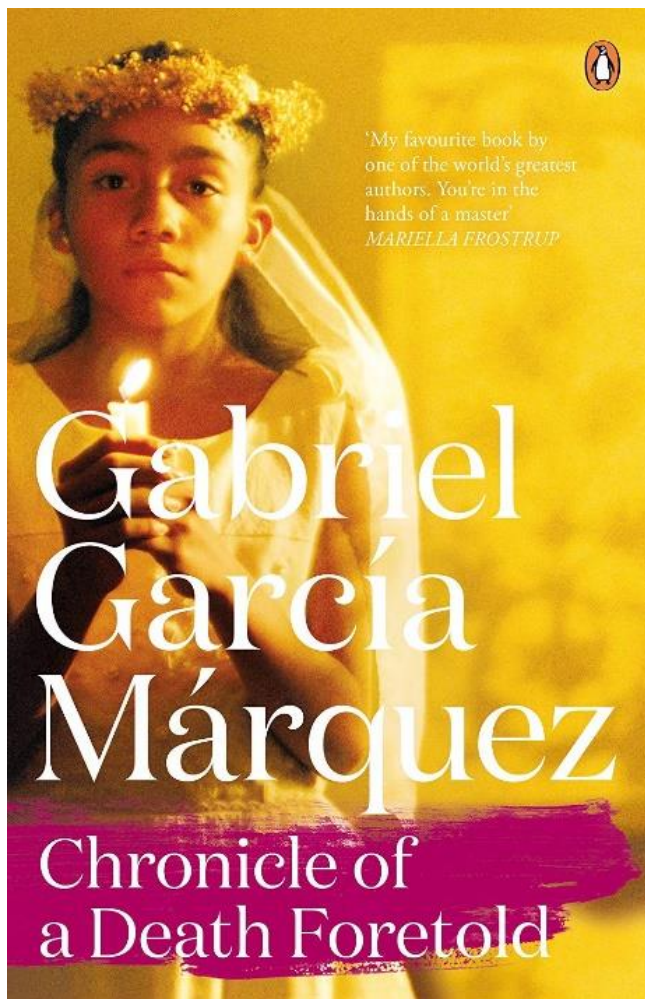


Paper 2 planning grids



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Examine the presentation of male and female views of the central concerns or issues in at least two of the works you have studied, and discuss the ways in which these views differ.	70
It could be argued that in some societies or cultures women are at a disadvantage to men or even actively discriminated against. To what degree is this evident in the way women are represented in at least two of the works you have studied?	71
The depiction of violence in some form (cultural, political, physical, psychological) is a central preoccupation of many works of literature. In at least two of the works you have studied discuss how violence is depicted and explore its significance.	72
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How do two of the works you have studied portray the struggle to be understood?

Introduction

Hook:

Text A (details and relevance to question)

Connective

Text B (details and relevance to the question)

Rich ideas:

Main body

Rich ideas and quotation choices in relation to the question
(Highlighting key: Similarities Differences)

Thesis statements

Text A

Text B

Thesis statement 1:

Thesis statement 2:

Thesis statement 3:

Connectives

Comp: Both / Similarly / Likewise
Contrast: However / Whereas / In contrast
Building: Furthermore / Moreover / Additionally

Some literary texts, although set in a particular place or time, convey ideas that are universal. In what ways is this true in two of the works you have studied?

Introduction

Hook:

Text A (details and relevance to question)

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**Rich ideas and quotation choices in relation to the question
(Highlighting key: Similarities Differences)**

Thesis statements

Text A

Text B

Thesis statement 1:

Thesis statement 2:

Thesis statement 3:

Connectives

Comp: Both / Similarly / Likewise
Contrast: However / Whereas / In contrast
Building: Furthermore / Moreover / Additionally

Referring to two works you have studied, discuss how the author has created a 'convincing' world.

Introduction

Hook:			
Text A (details and relevance to question)	Connective	Text B (details and relevance to the question)	

Rich ideas:			
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Main body

Rich ideas and quotation choices in relation to the question (Highlighting key: Similarities Differences)		Thesis statements
Text A	Text B	Thesis statement 1:
		Thesis statement 2:
		Thesis statement 3:
		Connectives Comp: Both / Similarly / Likewise Contrast: However / Whereas / In contrast Building: Furthermore / Moreover / Additionally

In what ways do cultural, physical or geographical surroundings influence the characters in at least two of the works you have studied?

Introduction

Hook:			
Text A (details and relevance to question)	Connective	Text B (details and relevance to the question)	

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Main body

Rich ideas and quotation choices in relation to the question (Highlighting key: Similarities Differences)		Thesis statements
Text A	Text B	<p>Thesis statement 1:</p> <p>Thesis statement 2:</p> <p>Thesis statement 3:</p>
		<p>Connectives</p> <p>Comp: Both / Similarly / Likewise Contrast: However / Whereas / In contrast Building: Furthermore / Moreover / Additionally</p>

Works of literature may be set in times past or times yet to come, but their central concerns are always relevant to the time in which they were written. Discuss with reference to at least two of the works you have studied.

Introduction

Hook:			
Text A (details and relevance to question)	Connective	Text B (details and relevance to the question)	
Rich ideas:			

Main body

Rich ideas and quotation choices in relation to the question (Highlighting key: Similarities Differences)		Thesis statements
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How have aspects of mystery or suspense been used to develop plot and / or atmosphere in at least two of the works you have studied?

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Main body

Rich ideas and quotation choices in relation to the question (Highlighting key: Similarities Differences)		Thesis statements
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In what ways would you argue that war is an important factor, either contextually or within the body of the work, in at least two of the works you have studied.

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Thesis statements

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Connectives

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Building: Furthermore / Moreover / Additionally

In at least two of the works you have studied, explore how the title and / or opening lines take on increasing significance throughout the work

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Hook:			
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Rich ideas and quotation choices in relation to the question (Highlighting key: Similarities Differences)		Thesis statements
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With reference to at least two of the works you have studied, examine how writers structure their work to engage the reader and to explore their ideas.

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Rich ideas:			
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Rich ideas and quotation choices in relation to the question (Highlighting key: Similarities Differences)		Thesis statements
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Many works of literature have caused controversy. Examine how the form and / or content of at least two of the works you have studied have caused controversies.

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**Rich ideas and quotation choices in relation to the question
(Highlighting key: Similarities Differences)**

Thesis statements

Text A

Text B

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Thesis statement 3:

Connectives

Comp: Both / Similarly / Likewise
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Building: Furthermore / Moreover / Additionally

In at least two of the works you have studied, discuss the significance of characters' relationships with their pasts.

Introduction

Hook:			
Text A (details and relevance to question)	Connective	Text B (details and relevance to the question)	

Rich ideas:			
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Rich ideas and quotation choices in relation to the question (Highlighting key: Similarities Differences)		Thesis statements
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Discuss the role of the villain or villainous forces in at least two of the works you have studied.

Introduction

Hook:			
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Main body

Rich ideas and quotation choices in relation to the question (Highlighting key: Similarities Differences)		Thesis statements
Text A	Text B	Thesis statement 1: Thesis statement 2: Thesis statement 3:
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In what ways could you say that at least two of the writers you have studied distort reality in order to create a particular effect or to present a particular ideas?

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**Rich ideas and quotation choices in relation to the question
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Thesis statements

Text A	Text B	<p>Thesis statement 1:</p> <p>Thesis statement 2:</p> <p>Thesis statement 3:</p>
		Connectives
		<p>Comp: Both / Similarly / Likewise Contrast: However / Whereas / In contrast Building: Furthermore / Moreover / Additionally</p>

Discuss the ways in which philosophical or aesthetic ideas are represented in at least two of the works you have studied.

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Rich ideas:			
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There is no love without suffering. Discuss the extent to which at least two of the works you have studied support this view.

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Rich ideas:			
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In at least two of the works you have studied, discuss the means as well as the effectiveness with which power or authority is exercised.

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Pleasure is often deferred, delayed or denied. Discuss why this is so by analysing examples in at least two of the works you have studied.

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Rich ideas:			
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Rich ideas and quotation choices in relation to the question (Highlighting key: Similarities Differences)		Thesis statements
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		<p style="text-align: center;">Connectives</p> <p>Comp: Both / Similarly / Likewise Contrast: However / Whereas / In contrast Building: Furthermore / Moreover / Additionally</p>

In what ways are the contradictory or the paradoxical significant aspects of at least two of the works you have studied?

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Consider why writers create characters who do not conform to norms in at least two of the works you have studied.

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Discuss how moral and / or ethical issues are explored in at least two of the works you have studied.

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Discuss the significance of a pivotal moment, shift or turning point in at least two of the works you have studied.

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Examine the role minor characters play in the development of major characters in at least two of the works you have studied.

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Rich ideas and quotation choices in relation to the question (Highlighting key: Similarities Differences)		Thesis statements
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To what effect have writers used death or dying in at least two of the works you have studied?

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How does a physical journey contribute to at least two of the works you have studied?

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How and to what effect has childhood been explored in at least two of the works you have studied?

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In what ways do at least two of the works you have studied (in form and / or content) question or subvert norms, conventions or traditions?

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Rich ideas and quotation choices in relation to the question (Highlighting key: Similarities Differences)		Thesis statements
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Explore how women are represented as stronger than men in at least two of the works you have studied.

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How do at least two of the works you have studied show that good can come out of destruction or violence?

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Text A (details and relevance to question)	Connective	Text B (details and relevance to the question)	

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How and to what effect are strangers or strangeness represented in at least two of the works you have studied?

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Discuss how one or more of the formal characteristics of a genre influence meaning in at least two of the works you have studied.

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Rich ideas and quotation choices in relation to the question (Highlighting key: Similarities Differences)		Thesis statements
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		<p style="text-align: center;">Connectives</p> <p>Comp: Both / Similarly / Likewise Contrast: However / Whereas / In contrast Building: Furthermore / Moreover / Additionally</p>

Show how aspects of at least two of the works you have studied can be better understood with a knowledge of the time and context in which they were written.

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Many works are concerned with human suffering. How has this concern been expressed in a way that engages audiences of various times and / or places in at least two of the works you have studied?

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Tension often builds to a critical point in a piece of literature. How is tension created in at least two of the works you have studied and for what purpose?

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Explore the presentation and significance of jealousy in at least two works you have studied.

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In what ways do the form and content of at least two works you have studied reflect the time and place in which they were written?

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What techniques did at least two of your writers use to convey the 'thoughts' of their characters, narrators or speakers and to what effect?

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In what ways have at least two of your writers explored the role of the individual within society and what conclusions might be drawn from these explorations?

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Discuss how a sense of the foreign or unfamiliar is conveyed in at least two of the works you have studied.

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In what ways, in at least two of the texts you have studied, do authors seek to promote new ideas or ways of thinking.

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Discuss the significance of particular times, places or events from real life, either mentioned or implied, in at least two of the works you have studied.

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How do at least two of the writers you have studied foreshadow events or ideas to come later in their works, and what is the effect of such foreshadowing?

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Discuss whether or not the endings / conclusions of at least two of the works you have studied are satisfactory.

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Appearances can be deceptive. Discuss the relevance of this statement in regard to at least two of the works you have studied.

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Pride can lead to failure and self-destruction or to accomplishment and self-fulfilment. Discuss the presentation of pride and its consequences in at least two of the works you have studied.

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To what effect is contrast and / or juxtaposition used in at least two of the works you have studied?

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Identify some of the forms intolerance can take, and discuss how its effects on both the victim and the intolerant are presented in at least two of the works you have studied.

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Often the appeal for the reader of a literary work is the atmosphere a writer creates (for example, peaceful, menacing or ironic). Discuss some of the ways atmospheres are conveyed and to what effect in at least two of the works you have studied.

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Writers often choose words, phrases and names of characters and places not only for their literal meaning, but for further meanings that they may suggest to the reader. With reference to at least two of the works you have studied, discuss how such words and their associations contribute to your understanding and appreciation of the works.

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In what way(s) can the term 'artificial' be applied to at least two of the works you have studied?

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Referring to at least two of the works you have studied, discuss both how and why the text invites the reader to identify with situations, characters and / or ideas.

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How is 'home' depicted in at least two of the works you have studied and what is its significance?

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How have writers used narrative voice and / or characterization to explore a social or intellectual concern in at least two works you have studied?

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Discuss the pursuit of happiness in at least two works you have studied.

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In what ways may a work's stylistic features add to or detract from its popularity over time? Discuss with reference to at least two works you have studied.

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To what extent could at least two works you have studied be considered works of protest?

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In what ways do the families depicted in at least two works you have studied help you to understand cultural similarities and differences?

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Irony can be used for either humorous or tragic effect. To what purpose has irony been employed in at least two works you have studied?

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Discuss the significance of the rural and / or the urban in at least two of the works you have studied.

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With reference to at least two of the works you have studied, analyse the techniques used by writers to evoke an emotional response in the reader.

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With reference to at least two of the works you have studied, show how sub-plots or secondary themes contribute to the reader's understanding and appreciation of the work as a whole.

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How are challenges to authority presented in at least two of the works you have studied, and what impact have such challenges had on readers or audiences?

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The personal history of an author can have a significant influence on the way meaning is constructed in his / her writing. Comment on specific instances of such influence in at least two of the works you have studied.

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Examine the presentation of male and female views of the central concerns or issues in at least two of the works you have studied, and discuss the ways in which these views differ.

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It could be argued that in some societies or cultures women are at a disadvantage to men or even actively discriminated against. To what degree is this evident in the way women are represented in at least two of the woks you have studied?

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The depiction of violence in some form (cultural, political, physical, psychological) is a central preoccupation of many works of literature. In at least two of the works you have studied discuss how violence is depicted and explore its significance.

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'Nature is fleeting and life is in a state of flux'. What is the significance of brevity and / or change in at least two of the works you have studied?

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How do authorial choices regarding setting (time and place) create order and influence meaning in at least two of the works you have studied?

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In the past it was believed that literature achieved its importance due to its ability to show people the way to goodness and virtue. To what extent can this be said of the importance of at least two of the works you have studied?

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Can the end ever be said to justify the means? Consider the ways in which this idea is explored and discussed in at least two of the works you have studied.

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Looking closely at how weakness and strength are represented in at least two of the works you have studied, discuss the significance of the relationship between the two.

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Time of day or time of year are often presented by a writer in such a way as to support ideas in the work, to develop character or to establish mood, atmosphere etc. In what ways is time used effectively in at least two works you have studied?

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'Working together' or 'standing on your own two feet' – how do either or both of these ways of behaving reflect the cultural contexts of at least two works you have studied?

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What is the significance of the 'getting of money' in at least two of the works you have studied, and how is it represented?

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Tension is often created between 'new' and 'old'. To what effect do writers make use of such tension in at least two works you have studied?

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Show how belief or faith is represented in the two literary works you have studied and discuss how this aspect might be interpreted or understood in different historical, cultural or social contexts?

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Rich ideas:

Main body

**Rich ideas and quotation choices in relation to the question
(Highlighting key: Similarities Differences)**

Thesis statements

Text A

Text B

Thesis statement 1:

Thesis statement 2:

Thesis statement 3:

Connectives

Comp: Both / Similarly / Likewise
Contrast: However / Whereas / In contrast
Building: Furthermore / Moreover / Additionally

In what ways is the reader seduced or comforted by the ideas in the works studied and in what ways challenged or alienated? Refer to the two literary works you have studied.

Introduction

Hook:			
Text A (details and relevance to question)	Connective	Text B (details and relevance to the question)	
Rich ideas:			

Main body

Rich ideas and quotation choices in relation to the question
 (Highlighting key: Similarities Differences)

Thesis statements

Text A	Text B	<p>Thesis statement 1:</p> <p>Thesis statement 2:</p> <p>Thesis statement 3:</p>
		Connectives
		<p>Comp: Both / Similarly / Likewise Contrast: However / Whereas / In contrast Building: Furthermore / Moreover / Additionally</p>

Context – historical, cultural or social – can have an influence on the way literary works are written or received. Discuss with reference to the two works you have studied.

Introduction

Hook:

Text A (details and relevance to question)

Connective

Text B (details and relevance to the question)

Rich ideas:

Main body

**Rich ideas and quotation choices in relation to the question
(Highlighting key: Similarities Differences)**

Thesis statements

Text A

Text B

Thesis statement 1:

Thesis statement 2:

Thesis statement 3:

Connectives

Comp: Both / Similarly / Likewise
Contrast: However / Whereas / In contrast
Building: Furthermore / Moreover / Additionally

Literary works often show men and women struggling to resolve problems and not succeeding very well. To what degree do you find this to be true in the two works you have studied?

Introduction

Hook:

Text A (details and relevance to question)

Connective

Text B (details and relevance to the question)

Rich ideas:

Main body

**Rich ideas and quotation choices in relation to the question
(Highlighting key: Similarities Differences)**

Thesis statements

Text A

Text B

Thesis statement 1:

Thesis statement 2:

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Connectives

Comp: Both / Similarly / Likewise
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