

General English External Exam Toolkit

- 1) Key cognitions: INTERPRET, ANALYSE, *JUSTIFY*
- 2) Literary Features Summary – note use of quotes
- 3) Argument Map
- 4) Writing Placemat

Summary of Cognitive Processes

- **Analyse** (**explain** your **interpretation** of) representations of characters and perspectives of concepts (ambition, fate vs. free will, the natural order, gender, morality), including explanation of cultural assumptions, attitudes, values and beliefs.
- **Analyse** (**explain** the effect of) aesthetic features and stylistic devices and how audiences are invited to take up positions. **Cause>effect**

INTERPRET

Representations of characters, roles, times, places, concepts

Perspectives of ideas and issues, including the underpinning cultural assumptions, attitudes, values and beliefs

Cognitions to help INTERPRET = EXPLAIN, COMPARE

Cognitions to follow INTERPRET = DISCUSS, EVALUATE, JUSTIFY

ANALYSE

Effect of stylistic and aesthetic choices on representations

How readers are influenced to accept writer's message

Cognitions to help ANALYSE = IDENTIFY, EXPLAIN, COMPARE

Cognitions to follow ANALYSE = INTERPRET, EVALUATE, JUSTIFY

Possible question constructions:

- Analyse how (stylistic device or aesthetic feature)... invites the reader to view...
- Analyse, *the significance of*, (stylistic device or aesthetic feature)...
- To what extent do you agree with this statement? Justify your response.
- *To what effect*, does Shakespeare use (stylistic device or aesthetic feature)...
- In 'Macbeth', *how is the reader invited to view...*

The significance of /to what effect = INTERPRET & ANALYSE the meaning, connotation, impact, importance of