

# L&L Cheatsheet

## Legend

Sample Question

Sample Answer

<b>Analyse</b>	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and interpret information to reach conclusions.)
<b>Comment</b>	Give a judgment based on a given statement or result of a calculation.
<b>Compare and contrast</b>	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout. In language and literature, this may involve finding and evaluating the significance of similarities and connections between texts and requires the student to make a literary analysis.
<b>Create</b>	Evolve from one's own thought or imagination, as a work or an invention.
<b>Critique</b>	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
<b>Discuss</b>	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
<b>Evaluate</b>	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
<b>Examine</b>	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
<b>Explore</b>	Undertake a systematic process of discovery.
<b>Identify</b>	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
<b>Interpret</b>	Use knowledge and understanding to recognize trends and draw conclusions from given information.
<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusion.
<b>Organize</b>	Put ideas and information into a proper or systematic order; give structure to a text.
<b>Outline</b>	Give a brief account or summary.
<b>Select</b>	Choose from a list or group.
<b>Summarize</b>	Abstract a general theme or major point(s).
<b>Synthesize</b>	Combine different ideas in order to create new understanding.
<b>Use</b>	Apply knowledge or rules to put theory into practice.

# Task 1 - C&C

## COMMAND TERMS

- Comment
  - One line that directly answers the purpose of the question, followed by evidence/Quotation (Unless quotation is given in question)
  - **Comment** on the significance of the line, "The tapestry winks silver in the moonlight as I drape it over a chair. A slight movement makes me blink. I lean forward, and the lizard flicks his tail."
    - The imagery of the tapestry "winking in the moonlight" shows how beautiful her weaving is.
  - If the question is 3 marks, add more elaboration (Either add another point, or justify your previous point in one line)
- Analyze
  - More elaboration **before** you arrive at your final answer
  - **Analyse** the effect of the dialogue between Astroff and Voitski.
    - The dialogue is meant to persuade us to care about the forest's destruction. Astroff uses a list of damages (e.g. forests destroyed, trees perished, animals dead), to build a case for protecting the forest, and then turns to other characters for approval
  - Purpose/Technique -> Proof of Purpose/Technique Used -> Impact
- Explain
  - Describe a technique/event/literary device, elaborate on how they achieve an intended effect, and give examples (If not given in question)
  - A level 3 response explains the use of images/techniques in the clip to achieve a purpose/effect, justifying ideas with examples and explanations.
    - There is dramatic footage in the sections such burning forests/fragile wildlife/statistics to show the severity of the problem.
    - The clip shows images of many different types of animals (monkeys, frogs, etc.) which live in the forest to emphasize the importance of saving the forest to save their habitats.
    - Drone and close up images of both green and burning forests are juxtaposed to create a sense of urgency about protecting forests.
  - Explain is similar to analyze, but slightly more descriptive. Analyse involves breaking down a concept and building up to the answer, whereas explain involves describing an instance that fulfils the needs of the question, and then elaborating
- Describe
  - A few sentences that directly fulfil the needs of the question

- Describe how Greta Thunberg's impact is portrayed in this section of the film
  - It shows how Greta's individual actions have spread to others through images of other young people participating in (global) climate strikes.
  - The film presents Greta's impact through a series of images/voiceovers that show how the crowds/protestors are increasing.
- Describe doesn't have to be extremely detailed for 2 marks, 3-4 sentences should suffice.
- A specific instance will generally be given in the question, if not, cite a part of the text
- Justification/Elaboration isn't necessary but may be useful if time permits
- Analyse & Explain generally require more writing than Comment & Describe, and may hold more marks
- For 2-3 Markers, it's acceptable to focus on **only one** aspect of the text that answers the question, but if time permits you can add more.

## COMMON QUESTION TYPES

'Comment on the significance of \_\_\_\_\_'

- **For Full Marks:**
  - Literary, Symbolic, Thematic, Plot/Character Development
  - Significance to Audience **OR** Significance to Story, although Audience impact is necessary for either
  - Structure
    - Brief description of the scene/quote (Context) (1 sentence)
    - What was the author trying to convey with this scene? (1 sentence)
    - What is the relevance of the scene?
      - It acts as a symbol for \_\_\_\_
      - It supports the underlying idea of \_\_\_\_
      - This is the moment in the story where the audience realizes/it is revealed that \_\_\_\_
      - It makes use of [Literary device] in order to [Purpose]
    - One piece of evidence supporting relevance
- **A similar question can be asked w/ Justify instead of Comment. Answer structure can generally be the same but focus more on Significance to Audience, and less on the Author's Intent**

'Analyse/Comment on the effect of [Literary Device/Quotation]'

- **For a Quotation/Line**
  - Structure

- Explain the author's basic intent (i.e: 'With this line, the author hopes to demonstrate how \_\_')
- Discuss a technique used if possible:
  - 'The author makes use of dialogue to showcase \_\_'
- Alternatively, talk about how the quotation contributes to the story:
  - 'The author makes use of dialogue to further the character development of \_\_'
- Provide evidence for this intent (Quotation/Timestamp)
- Elaborate on the author's intent, and comment on how it impacts the audience.
  - 'By demonstrating the contrast between \_\_ and \_\_, the author provokes audiences to consider \_\_'
- **For a Literary Device/Technique**
  - Structure
    - Explain how the device is used w/ Evidence
      - 'The author makes use of personification while describing \_\_. In particular, with the line " \_\_ "'
    - What purpose does the device serve
      - 'The use of personification encourages audiences to form deeper connections with \_\_'
    - How does this specific instance of the device affect audiences
      - 'In doing so, the author encourages audiences to consider \_\_'

## 'Analyse the purpose of [Quotation/Phrase/Literary Device]'

- **Both** the value it serves to the story (Plot/Character Development, Symbolism), and it's value to the audience
- Make references to other parts of the text
  - Eg: If the question asks you to analyse the purpose of the title of a poem, you should connect it to the poem itself. How does the poem reference or address the title?
- Possible Purposes:
  - **The line details a specific behaviour of a character**, aiding in their characterization. **This helps audiences better understand their motives/beliefs/personality**
  - **Foreshadowing** (**Comment on how foreshadowing alters the mood of the text**)
  - **Irony/Sarcasm** (**Comment on use as a literary device**)
  - **Humor** (**Making the text more engaging**)
  - **To Inform** (**What information is conveyed? How does this benefit the audience/Develop the story?**)
- Structure
  - State the line/Phrase, and where it appears
    - Eg: The phrase "peaceful transition" serves as the title of the poem

- Primary purpose (Inform, Entertain, Etc. ) **[Highlighted in Green]**
- Secondary Purpose (Impact on Audience) **[Highlighted in Pink]**
- Evidence if necessary

## LITERARY DEVICES/TECHNIQUES

Devices highlighted in yellow are the best bc you can make up a lot of bs about their impact.

### For Literary Text/Text 1

#### - Personification

- Making an inanimate object seem human/Giving it human qualities and action
- **Impact:** Deeper emotional connection with the audience, Appealing to human empathy

#### - Imagery

- Painting a picture/Helping audiences imagine a scene
- Visual, Auditory, Olfactory (Smell), Tactile (Touch)
- **Impact:** Captures audience attention, Influences perceptions by making the story seem realistic, Forming an emotional connection (Images evoke stronger emotions)

#### - Irony

- 3 Types
  - Dramatic Irony: When the audience knows something the characters/a character doesn't
    - **Impact:** Adds suspense which makes the text more engaging. Builds audience investment
  - Situational Irony: Opposite of audience expectations happens
    - **Impact:** Makes text more engaging, Could be used for humor
  - Verbal Irony: Person says something but means the other (Usually sarcasm)
    - **Impact:** Usually comedic effect

#### - Metaphor

- Like a comparison w/o the use of 'like' or 'as'. (Eg: Heart of Gold)
- **Impact:** Can be used to make difficult topics easier for audiences to understand, or to sugarcoat something that might be harsh (Euphemism)
  - Example of a euphemism: In a better place to describe death
- Extended Metaphor
  - Metaphor sustained throughout multiple lines or the entire

#### - Symbolism

- An element of the story (usually an object/place) to represent something beyond its literal meaning
- Eg: Dove for peace

- **Impact:** Adds more meaning, emotional connection.
- Other Minor Devices
  - Anaphora: Repeating a word at the beginning of successive lines (Poem)
    - **Impact:** Adds rhythm and structure, could be used as a call to action
  - Enjambment: Continuation of a single Idea/Sentence Across multiple lines
    - **Impact:** Rhythm & Flow, Momentum/Suspense
  - Simile: Comparison w/ the use of 'Like' or 'As'
    - **Impact:** Similar to a metaphor
  -

### **For Non-Literary/Text 2**

- Colour
- mo

### **Common for both Text Types**

## **THINGS TO REMEMBER/TIPS**

1. In the final essay, don't use the same sentence structure more than once. Vary sentences for a better score in B.
2. Vocab is less important than brevity in Compare & Contrast. Keep sentences short to make it easier to understand
3. Every point in a C&C essay should be framed in the context of how they impact audiences/Contribute to the communication of the overall theme (whatever theme is asked in the question)