

Key Term	Definition
Phonology	The study of the patterns of sounds in a language and across languages.
Prosody	The rhythmic and melodic features of speech, including intonation, stress, and rhythm, that contribute to meaning and affect how language is understood.
Graphology	The study of the visual elements of written text, including its layout, typography, and other non-verbal features.
Lexis	The vocabulary within a language including single words, phrases and idioms.
Semantics	The study of what words mean within language and how words, phrases and sentences create meaning.
Pragmatics	The study of how language is influenced by context and how context affects the meanings of words.
Representation	How individuals, groups, or ideas are portrayed or presented, through media or political systems, social groups or other individuals.
Discourse	The way in which language is used and structured to communicate in social contexts.

Example Representations...		
<u>People:</u> Authoritative Knowledgeable Considerate Aware Approachable Fair Stern Disagreeable Intimidating	<u>Places:</u> Welcoming Hostile Comfortable Vibrant Hospitable Endearing Entertaining Desolate Contemporary	<u>Concepts/ideas:</u> Challenging Unique Resourceful Adequate Admirable Questionable Genuine Impressive

Questions & Exam Layout

Q1: Analyse how Text A uses language to create meanings and representations. **(25 marks)**

Q2: Analyse how Text B uses language to create meanings and representations. **(25 marks)**

Q3: Explore the similarities and differences in the ways that Text A and Text B use language. **(20 marks)**

MR G CAP - What to consider when analysing...		
<u>Mode</u> -Written? -Spoken? -Audio? -Visual? -Multimodal?	<u>Register</u> -Formal? -Informal? -Colloquial? -Fixed? -Mixed?	<u>Genre</u> -Article? -Blog? -Newspaper? -Leaflet? -Autobiography? -Fictional?
<u>Context:</u> -Memorable event -Special occasion -Global issue -Local issue -Debate -Discussion	<u>Audience</u> -Teenagers -Students -Male -Female -Demographic - age, gender, social group, shared interest.	<u>Purpose</u> -To inform -To persuade -To entertain -To educate -To evaluate

Annotating MR G CAP and Representations

Application to Exam Q

Analyse how Text A uses Language to create Meanings and Representations (25 Marks)

Text A is an extract taken from an online newspaper article written by The Telegraph, a newspaper usually associated with being right-wing and having a focus on traditional views. This text is written in mostly formal register with some elements of informal register, such as the colloquial dynamic verb 'scrambled'. The intended audience for this text is most likely aspiring athletes, individuals interested in sports and athletics and fans of athlete Hayley Carruthers. This is evident from the semantic field of sport-related lexis including the abstract noun 'achievement', plural concrete noun 'yards', common noun 'finish' abstract noun 'marathon' and 'runner'. The purpose of this text is to inform the reader of Hayley Carruthers' life as an athlete as well as how she dealt with disaster when she 'collapsed in a heap just yards from the finish'. This represents The Telegraph as empathetic and considerate since they report on the incident using the emotive dynamic verb 'collapsed' to describe Carruthers' downfall at the end of the race.

Mode –
written with
aspects of
visual (image)

Context – an
important
athletic
event

Purpose to
inform the
audience of
Carruthers'
accident and
career as an
athlete

Audience – fans of Carruthers/Sports

Text A

Text A is the beginning of a feature article from the online version of *The Telegraph* newspaper. The article is about Hayley Carruthers who ran the London Marathon.

The Telegraph News Politics Sport Business Money Opinion Tech Life Style Travel Culture

News

NHS radiographer Hayley Carruthers stumbles into nation's hearts as one of London Marathon elite

By Helena Horton
29 April 2019 • 9:01am

Just watching it felt exhausting. Hayley Carruthers had just run the race of her life. But so much effort had gone into her own record setting achievement that she collapsed in a heap just yards from the finish.



End in sight: Carruthers scrambled over the finish line

A stretcher was needed after she crawled over the final steps of the 26.2 mile London Marathon course on her hands and knees.

But such is her dedication that the NHS worker, the only British elite runner to juggle her athletic career with a full time job, vowed to return to work on Monday morning after putting her name in the history books.

The 26-year-old has little time to recover from her efforts as she is also a research radiographer who works with cancer patients at the Queen Elizabeth Hospital in Birmingham.

Register – mixed formality

Representation – dedicated and committed

Genre – online newspaper article

Representation Carruthers as inspirational

Style Informative article

Tips for Q1,2 and 3... Spend 15 mins annotating each text before attempting the question... Use a MR G CAP introduction... Ensure each paragraph links directly to multiple representations and apply A01 linguistic terminology... Ensure you discuss both similarities and contrasts for Q3... Ensure that you consider language use and meanings/representations created in Q3 when making comparisons...

Word Class	Definition and Examples	Verbs, Adjectives, Adverbs, Pronouns, Determiners		
Noun	Naming a person, place, thing, idea or concept. <i>Dog, London, Freedom.</i>	<u>Auxiliary Verb</u> Helps main verb express tense/aspect. 'She <u>is</u> running' 'He will <u>be</u> king	<u>Attributive Adjective</u> Comes before the noun. <i>The <u>happy</u> child.</i> <i>The <u>tiny</u> room</i>	<u>Superlative Adjective</u> The most extreme form of description. The <u>cleverest</u> child. The <u>scariest</u> monster.
Proper Noun	Naming a specific person or place. <i>Paris, Jake, Holmes Chapel.</i>	<u>Evaluative Adjective</u> Expresses judgement. <i>The <u>beautiful</u> picture.</i> <i>The <u>awful</u> lecture.</i>	<u>Definite Article</u> Reference to a specific thing. <i><u>The</u> cat.</i> <i><u>The</u> idea.</i>	<u>Quantifier</u> Shows quantity/amount. <i><u>Some</u> food.</i> <i><u>Many</u> people.</i> <i><u>Seven</u> books.</i>
Common Noun	A generalised, non-specific object or concept <i>-table, happiness</i>	<u>Preposition</u> Shows the relationship between objects. <i><u>On</u> the table.</i> <i><u>Underneath</u> the floor.</i> <i><u>Beside</u> the chair.</i>	<u>Predicative Adjective</u> Comes after a linked verb <i>The child was <u>happy</u>.</i> <i>They are all <u>excited</u>.</i>	<u>Indefinite Article</u> Reference to a general thing. <i><u>A</u> cat.</i> <i><u>An</u> idea.</i>
Concrete Noun	An object that can be perceived with one of the senses - <i>chair, apple</i>	<u>Modal Verb</u> Indicates possibility or uncertainty. <i>You <u>should</u> revise.</i> <i>They <u>might</u> pass.</i>	<u>Stative Verb</u> Refers to an idea or state I <u>believe</u> in miracles, I <u>know</u> you can pass.	<u>Adverbial of Manner</u> Describes how an action is performed. He spoke <u>loudly</u> to be heard. They studied <u>conscientiously</u> .
Abstract Noun	A concept, idea or feeling that isn't physical - <i>love, justice, anger</i>			
Collective Noun	Gives a name to a specific group. <i>Flock, herd, team</i>			
Mass (Uncountable) Noun	An object, person or place not easily pluralised <i>Milk, information, sand</i>			
Countable Noun	<i>An object, person or place that can be pluralised.</i> <i>Children, cakes. lessons.</i>	<u>Demonstrative Determiner</u> Modifies a noun by indicating its proximity in space or time. <i><u>This</u> course is fascinating.</i>	<u>Reflexive Pronoun</u> Refers back to a pre-introduced person or think. <i>Joe had embarrassed <u>himself</u>.</i>	<u>Infinitive</u> The basic form of a verb with no inflection attached. <i>To <u>be</u>.</i>

Question 3

Clauses, Sentence types and functions

<u>Interrogative</u> Poses a question <i>Do you like English Language A Level?</i>	<u>Exclamative</u> Denotes an exclamation <i>I love meanings and representations!</i>	<u>Declarative</u> Introduces a factual, clear statement. <i>A Level English Language is challenging and engaging.</i>
<u>Imperative</u> Commands an instruction <i>Do your homework.</i>	<u>Minor Sentence</u> An incomplete sentence that still conveys a clear meaning, often lacking a subject or verb. <i>'Wow.'</i> <i>'What?'</i>	<u>Simple Sentence</u> A sentence consisting of only one clause. <i>English is excellent.</i>
<u>Compound Sentence</u> Two individual clauses linked together by a coordinating conjunction. <i>I went to the shop and I bought some crisps.</i>	<u>Complex Sentence</u> A sentence consisting of at least one independent clause and at least one subordinate clause. <i>The book that I borrowed from the library is very interesting and informative.</i>	<u>Main Clause</u> A clause that can form a complete sentence entirely on its own. <i>'It is raining today.'</i>
<u>Subordinate Clause</u> A group of words containing a subject and a verb that cannot stand alone as a complete sentence <i>'After she finished her homework, she was happy.'</i>	<u>Independent Clause</u> A group of words that contains a subject, a verb, and expresses a complete thought. <i>After she finished her homework, <u>she was happy.</u></i>	<u>Dependent Clause</u> A group of words that contains a subject and a verb but does not express a complete thought and cannot stand alone as a sentence. <i>'She was happy <u>because she won</u>'</i>
<u>Coordinate Clause</u> Coordinate clauses are clauses that have equal grammatical importance and are joined by a coordinating conjunction <i>'I like coffee and she likes tea'</i>	<u>Relative Clause</u> A type of dependent clause that provides additional information about a noun or pronoun in the main clause. <i>The book, <u>which is on the table</u>, is mine.</i>	<u>Conditional Clause</u> A type of subordinate clause that expresses a condition or hypothetical situation <i><u>If it rains tomorrow</u>, we will stay inside.</i>

Keyword	Definition and Examples
Compare	To measure the similarity between two texts. <i>Text B uses some formal lexis much alike Text A</i>
Contrast	To measure the difference between two texts. <i>Text A is a newspaper article whereas Text B is an online forum page.</i>
Similarity	Common features between two texts. <i>Both Texts use similar lexis, for example modal verbs.</i>
Difference	Contrasting features between two texts. <i>Text A uses lots of monosyllabic nouns whereas Text B uses several polysyllabic nouns.</i>

Things to compare...

Genre of the texts.
Intended/target audiences of the text.
The mode/modes that the text takes.
The style the text is written in.
The formality/register of the texts.
The purpose the texts have been written for.
The producer - e.g type of newspaper/article.