

Component 2 - Section A: Getting Started

Component 2 Section A will always comprise of a corpus of 'mini texts' for you to analyse. These 'mini texts' could be spoken or written. The first three questions (a, b and c) will require you to demonstrate an ability to identify techniques from the language level specified e.g. lexis/semantics, grammar or phonology. You will be rewarded **one** mark for successfully identifying a technique and **one** mark for commenting briefly on its effects.

Our Chief Examiner has specified that word classes on their own will not be given reward here, so you will need to use these **alongside** the identification of a technique from the language levels (examples can be found in the box below) in order to receive credit.

Here's a useful guide to help you remember what to look for:

Language Level	What to look for
Lexis and Semantics	Semantic or Lexical fields Word play (puns) Figurative Language (metaphor, simile, personification, cliché) Typography (spelling or non-standard capitalisation) Clipping Abbreviations / initialisms / acronyms Direct address (use of second person pronouns)
Phonology	Alliteration Onomatopoeia use Sibilance Rhyme/rythm Puns Homophone use
Grammar	Sentence types: minor, simple, compound, complex, compound-complex Sentence moods: Imperative, interrogative, declarative, exclamatory Noun phrases Parenthesis Parallel syntax/grammatical patterning and repetition Quadratic and triadic structures Inverted syntax

TOP TIP: Try to identify these techniques on the SAMs paper using red, purple and green pens to distinguish between the language levels. How many of these techniques can you find for each language level? What are the effects of these techniques?

Getting Started: Approaching the Exam Paper

You should always annotate the corpus of data in as much detail as you can, identifying lexical, semantic, grammatical and phonological techniques (as well as considering techniques that are particular to the chosen genre e.g. newspaper headlines). This should take you around 5 minutes during your initial reading of the corpus.

In terms of how much you need to write, it's important to note that the question asks for a 'brief' explanation of the effect. This means that you need to explain the effect of a technique **clearly** to the examiner, but your explanation **does not need to be excessively detailed**.

Here's an example -

Using the Eduqas SAMs paper as an example, a student identifying phonological techniques for the headline '**OUTLOOK POUR**' could respond with:

'The extract employs a **homophone**, replacing the adjective 'poor' with 'pour'. This is **eye-catching and humorous, reflecting the negative weather conditions in the news story. It also has connotations of British culture and our national obsession with the weather.**'

This response would receive 2 marks: one mark for identifying a phonological technique, and one for briefly commenting on its effect. The comment on effect is brief but it's also very clear - it should read as an academic analysis and should NOT be in note form.

Try to avoid 'empty' explanations such as this one:

'This gets the point across to the reader as it makes them want to read on'

Comments on effect like this will not receive a mark: it is not clear and does not explain the effect of the technique used.

Revision Task:

Step.1 - Look around the classroom. Write down a brief extract from 3 posters/banners/displays that you can see. Annotate these for lexical/semantic, grammatical and phonological techniques.

Step. 2 - Now write an analysis of your data. Make sure there's a separate paragraph on lexis/semantics, phonology and grammar. Remember to identify techniques and briefly comment on their effect.

Step. 3 - Hand in your analysis to your teacher for them to mark.

Component 2, Section A: Question d (the extended question)

The extended question (d) is very different to the first three questions. It assesses your **ability to identify linguistic patterns** whilst also making **connections across all of the mini texts** and the chosen **corpus genre as a whole**. You can use information from questions a, b and c to help you with your answer, but you should avoid merely repeating the same information.

It's useful to remember here that you are assessed across the following 3 Assessment Objectives:

*- **A02** : Demonstrate critical understanding of concepts and issues relevant to language use*

*-**A03**: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning*

*-**A04**: Explore connections across texts, informed by linguistic concepts and methods*

So the key words for you to remember are **DEMONSTRATE, ANALYSE and EXPLORE** and so your answer needs to be extended and thoughtful.

Looking at Data: Annotating and analysing

Starter Task:

Look at the mini corpus of Greetings Card extracts. With a partner, write down a list of similarities and differences - what are the typical linguistic techniques/patterns used in Greetings cards?

Now revise Greetings Cards online - what typical features can you identify for this genre of text?

Mini Corpus of Data: Exploring language used in Greetings Cards

Look at the mini corpus of data below. The data is typical of Greetings Cards.

We're so sorry that you're leaving.

Congratulations! Let's get the corks popping! We knew you could do it!

Sorry to hear you're under the weather. Get well soon.

**Valentine...
I love you more today than yesterday, but less than tomorrow.**

It's a Girl!

Sugar and Spice and All Things Nice...

Welcome to the world, little one.

It's your birthday, so remember that I'm always here to pick you up when you fall down....

....but you'll have to wait for me to stop laughing first!

Now look at this question and complete the mark scheme that follows

(d) Analyse and evaluate the ways in which Greetings Cards are used to engage their target audience. [30]

In your response you should consider:

- the context the tenor and the effect of the lexical choices how form and structure are used to create impact the similarities and/or differences.
- Use the corpus of data, your answers to (a) – (c), and your own knowledge to inform your response.

Complete the Mark Scheme for question (d) of the Greetings Cards Paper. Each area has been started off for you. Remember to highlight techniques that are typical to the genre of greetings cards.

MEDIUM:

- The importance of simplicity
- Needs to catch the attention of the reader

TOPICS:

- Language use reflects the topic of the card e.g. serious or humorous depending upon the card's purpose

REGISTER:

- Varying levels of formality and informality, reflecting purpose of card
- Use of humour

LEXIS AND SEMANTICS:

- Use of direct address is common and creates a rapport with the reader

PHONOLOGY:

- Phonological features are usually light-hearted and humorous

FORM AND STRUCTURE (grammar):

- Simple sentences commonly used to express information quickly and concisely

PRAGMATICS:

- Playful insults are common, reflecting the humorous nature of birthday cards

Final Task:

Using the mark scheme, write an extended answer for question (d) of the Greetings Card paper. Make sure that you cover all of the areas mentioned in your mark scheme (as this is exactly what an examiner will be looking for when they mark your work in the real exam).

Component 2: Section A

Testing out my skills

The following pages include a mock exam paper, mark scheme and examples of student responses.

The following set of data contains examples of 'Lonely Hearts' advertisements taken from newspapers and dating websites.

Section A: Investigating data

Answer all parts of the following question. You should spend no more than **25 minutes** on (a) – (c) [**20 marks**] and the remaining **35 minutes** on (d) [**30 marks**].

The corpus of data consists of 14 advertisements taken from a range of national and local newspapers, weekend supplements and magazines.

1.

(a) Identify three grammatical structures used in texts. Write down the examples you have selected. Describe each one using accurate terminology and briefly explain the effects created in each case. [6]

(b) Identify two phonological techniques used in the texts. Write down the examples you have selected. Describe each one using accurate terminology and briefly explain the effects created in each case. [4]

(c) Identify five lexical or semantic effects used in the texts. Write down the examples you have selected. Describe each one using accurate terminology and briefly explain the effects created in each case. [10]

(d) Analyse and evaluate the ways in which advertisements are used in newspapers and magazines to engage their target audience. [30]

In your response you should consider:

1. the context
2. the tenor and the effect of the lexical choices
3. how form and structure are used to create impact
4. the similarities and/or differences.
5. Use the corpus of data, your answers to (a) – (c), and your own knowledge to inform your response.

Corpus of Data: Lonely Hearts

TEXT 1 - **Sussex Damsel** *GSOH* seeks dashing Knight for love and romance. Loving, loyal, passionate and looking for the same." (*The Guardian - Up Close and Personals*)

TEXT 2 - **DIANE** - voluptuous, curvy, all woman. Loves dancing, walking, cosy nights in. *WLTM* nice man for friendship, hopefully leading to something more exciting. (*Hull Daily Mail - DateLocal*)

TEXT 3 - **LONELY** mid 50s, retired, solvent gentleman. Seeks similar to pamper and be pampered. Seeks motherly type. Status unimportant. (*Hull Daily Mail - DateLocal*)

TEXT 4 - **YOUNG AT HEART** 40 plus male. Fallen King looking for his Queen to make him feel Royal again. Many interests, open-minded to go with the flow (*Hull Daily Mail - DateLocal*)

TEXT 5 - **WHY SHOULD YOU GET TO KNOW ME?** I'm a single divorced woman who is passionate about life. An uncomplicated person (yes, women can be uncomplicated!!) and someone who truly believes the past is the past, today is now and the future is yet to be written. (*The Telegraph - Dating*)

TEXT 6 - **CULTURED GENT** - Procrastination is the thief of time...hesitate and falter life away. Mature but fit, urbane, kind gentleman with a wide variety of cultural and sporting interests seeks his 'girl Friday'. Confident, gregarious and witty. (*New Scientist - Connect dating*)

TEXT 7 - Hi. 33, single, gal. nvr married ws hrtbroken ovr wastd years :(. Nt rich. Bt lovin. No jokers or players plz. Hs bin hurt enuf already. *Ny1* intrestd, coment n like. (*Facebook - Lonely-Hearts*)

TEXT 8 - **MACHO MAN**: Seeking a handsome hunk for cosy evenings in and exciting nights out (fictional example)

Key:

GSOH - Good sense of humour

WLTM - Would like to meet

girl Friday - An efficient and faithful female aide or employee.

NY1 - anyone

Component 2: Using Language

Section A: Investigating Data

	A01
Section A (a) - (c)	20 Marks

1. Tasks (a) to (c) require short responses and test the ability to apply appropriate methods of language analysis and use associated terminology (A01).

Assessment will take into account the quality of written expression, but accept minor inaccuracy in spelling of key terms. [20 Marks in total]

- (a) Identify three different grammatical structures used in the advertisements. Write down the examples you have selected. Describe each one using accurate terminology and briefly explain the effects created in each case. [6]

Points must be linked to **grammatical structure**, and examples must be cited from the corpus of data provided.

No more than **three** examples can be assessed. Award **one** mark for each appropriate use of terminology (up to a maximum of three marks) and **one** mark for a relevant brief explanation (up to a maximum of three marks).

Acceptable answers: terminology	Acceptable answers: brief comment	Unacceptable answers
Triadic structures and listing <i>TEXT 2 - DIANE - voluptuous, curvy, all woman.</i> <i>TEXT 6 - Confident, gregarious and witty.</i>	Positive characteristics listed to encourage reader to respond	References to: -Phonology
Minor sentences <i>TEXT 4 - YOUNG AT HEART 40 plus male</i>	Reflective of abbreviated nature of Lonely Hearts genre	

Acceptable answers: terminology	Acceptable answers: brief comment	Unacceptable answers
Elliptical and non-standard grammar use <i>TEXT 7 - Hi. 33, single, gal. [...] Nt rich. Bt lovin.</i>	Reflective of limited space and need to give a large amount of information in a short space	
Interrogative sentences <i>TEXT 5 - WHY SHOULD YOU GET TO KNOW ME?</i>	Encourages audience to respond and to consider the writer as a possible romantic partner Eye catching and intriguing	
Parenthetical clause and grammatical patterning / parallel phrasing <i>TEXT 5 - An uncomplicated person (yes, women can be uncomplicated!!)</i>	Humorous and plays upon gender stereotypes/ideologies	

The list above is not exhaustive. Other valid responses should be awarded.

(B) **Identify two phonological techniques used in the advertisements. Write down the examples you have selected. Describe each one using accurate terminology and briefly explain the effects created in each case. [4]**

Points must be linked to phonology. Examples must be cited from the corpus of data.

No more than **two** examples can be assessed. Award **one** mark for each appropriate use of terminology (up to a maximum of 2 marks) and **one** mark for a relevant brief explanation (up to a maximum of 2 marks).

Acceptable answers: terminology	Acceptable answers: brief comment	Unacceptable answers
Rhyme <i>TEXT 4 - open-minded to go with the flow</i>	Connotations of a tolerant and accepting person	References to: -Grammar -Lexis and semantics - Word classes (if not linked to a phonological technique)
Alliteration <i>TEXT 8 - MACHO MAN: (fictional example)</i>	Connotations of strength and high level of fitness Hyperbolic and slightly humorous	

(c) Identify four lexical or semantic effects used in the advertisements. Write down the examples you have selected. Describe each one using accurate terminology and briefly explain the effects created in each case.[10]

Points must be linked to **word choice** and **meaning** and examples should be cited from the advertisements in the corpus of data.

No more than five examples can be assessed. Award one mark for each appropriate use of terminology (up to a maximum of 5 marks) and one mark for a relevant brief explanation (up to a maximum of 5 marks).

Acceptable answers: terminology	Acceptable answers: brief comment	Unacceptable answers
Semantic Field <i>TEXT 1 and TEXT 4 - dashing Knight, romance, Fallen King, Queen, Royal</i>	Nostalgic connotations of fairy tale ideologies and ideals of courtly love and romance	References to: - Phonology - Syntax - Grammar - Word classes (if

Acceptable answers: terminology	Acceptable answers: brief comment	Unacceptable answers
Abbreviations/initialisms/acronyms <i>TEXT 7 - Hi. 33, single, gal. nvr married ws hrtbroken ovr wastd years :(Nt rich. Bt lovin. No jokers or players plz. Hs bin hurt enuf already. Ny1 intrestd, coment n like.</i>	Lexis reflects 'text speak' Colloquial and conversational - highly informal	not linked to semantic/lexical technique)
Metaphors and figurative language <i>TEXT 1 - Sussex Damsel GSOH seeks dashing Knight for love and romance.</i>	Humorous and light-hearted tone Builds playful rapport with audience	
Cliches and idioms <i>TEXT 4 - YOUNG AT HEART</i> <i>TEXT 8 - MACHO MAN: Seeking a handsome hunk</i>	Used for their connotations and associations e.g. 'young at heart' connotes excitement, playfulness, vibrance	
Pre-modification <i>TEXT 3 - LONELY mid 50s, retired, solvent gentleman.</i>	Emotive and appealing due to nature of wealth and comfortable financial position	

Task (d) requires an extended response. There should be some evidence of wider knowledge.

	A02	A03	A04
Section A (D)	10 marks	10 marks	5 marks

(d) Analyse and evaluate the ways in which 'Lonely Hearts' texts are used in newspapers and magazines to engage their target audience. [30]

In your response you should consider:

- the context

- the tenor and the effect of the lexical choices
- how form and structure are used to create impact
- how phonology is used
- the similarities and/or differences.
- Use the corpus of data, your answers to (a) – (c), and your own knowledge to inform your response.

There will be a range of different approaches to this question, but discussion should focus on the language features used to engage the target audience, the effect of the contextual factors, and on establishing connections between the texts. Responses should also show a critical understanding of 'Lonely hearts' texts.

Overview

- Abbreviations and non-standard use of language and grammar
- Differing levels of formality across all examples and how context impacts upon language use
- Use of euphemisms and inferred meanings
- Colloquial features of Lonely Hearts texts
- Discussion of mode (stylistic shift in written form towards the spoken mode, mixed mode features)
- Connotations to courtly romance and chivalry and how these contrast to modern love

Examples must be selected from the data provided, but will not necessarily cover all/any of the contexts listed below. In the best responses, however, a wider range of contexts will be addressed and there will be well-informed analysis of stylistic variation and the effect of contextual factors

Notes

Responses may make some of the following points:

Medium:

- constraints imposed by the number of characters allowed in the advertisement - leads to abbreviations such as acronyms and elliptical grammar e.g. GSOH (Good sense of humour), minor sentences, omission of subjects etc.
- Figurative language employed to convey the writer as attractive to the opposite sex
- Usually declarative, factual and filled with positive adjectives e.g. open-minded, witty, urbane - emotive language sometimes also used
- Advertisements rely heavily on connotations and often employ euphemisms in order to express taboo topics

Register:

- Acronyms are common due to restrictions in word length e.g. WLTM -Would like to meet, GSOH - good sense of humour
- Non standard spelling in Facebook version (e.g. 'enuf', 'married', 'coment') reflective of descriptivist culture of casual internet and text communication

- Euphemisms employed to convey taboo topics e.g. phrases 'something more exciting' ; 'motherly type'
- Adverts written by more mature or professional clients (Texts 1, 5 and 6) employ a higher register and more polysyllabic lexis e.g. abstract nouns 'relationship' 'procrastination' and adjectives 'solvent', 'cultural')
- Text 6 is considerably more formal and serious, reflecting a more mature age range and higher status e.g.) adjectives 'gregarious', 'cultured'; Pragmatic reference to seeking a 'girl Friday' connotes desire for power.

Lexis and Semantics

- Lexis is often clipped and vowels omitted, reflecting modern 'text speak' e.g. 'Mid', 'Hs bin hurt enuf'
- Non-standard use of capitalisation to emphasise key words and phrases e.g.) YOUNG AT HEART
- Semantic field of romance (e.g. adjectives 'loving', 'loyal', 'passionate' and noun phrase 'cosy nights in') is often employed by women
- Youthful semantics used by men to attract women e.g. idiom 'YOUNG AT HEART', noun phrase 'fit gentleman' and the rhyming cliché 'go with the flow' with connotations of a laid-back, youthful mindset

Phonology

- Playful and colloquial use of alliteration 'handsome hunk' and 'MACHO MAN' creates sense of fun
- Rhythm of monosyllabic sentences and phrases creates informal tone
- Rhyme 'go with the flow' is employed to engage and create sense of open-mindedness

Form and Structure

- Asyndetic listing used for brevity: 'loves dancing, walking, cosy nights in'
- Minor sentences, elliptical grammar and omission of main and auxiliary verbs is common e.g. 'YOUNG AT HEART 40 plus male', 'nvr married'
- Female stereotypes are emphasised through humorous, exclamatory parenthetical clause: '(yes, women can be uncomplicated!!)'

Pragmatics (contextual aspects of language use)

- Language often has connotations linked to ideas of chivalry/courtly love (e.g. abstract noun 'King', 'gentleman', 'Knight', 'damsel') with semantics drawing on sentimental 'fairy tale' and traditional ideas of love and romance
- Emotive language used as persuasive device e.g. adjectives 'lonely', and phrase 'heartbroken over wasted yrs'
- Focus is often on aesthetics and physical attributes, using adjectives and euphemisms e.g. adjectives 'voluptuous, curvy', 'fit'
- Males often wish to be seen as gallant and chivalrous e.g. noun 'gentleman' and clipped form 'gent', adjective 'urbane', nouns 'King' and 'Knight'
- Economic status is a focus in some of the advertisements, suggesting that people often prioritise financial compatibility and security in relationships e.g. adjective 'solvent', 'Not rich. But lovin'', regal language 'King/Queen'

Annotating the Corpus

One of the most important skills for Component 1, Section A is to be able to annotate the corpus of data using terminology from the language levels. This section of the guide helps you to learn how to do this successfully.

Let's take an example from the Specimin Assessment Materials:

Headline 1

KYM'N GET ME, BOYS

CORRIE's Kym Marsh kicks off her single life by hitting a club with pals ...
(The Sun)

The first thing that you should do when faced with the set of data is to consider the techniques used in each mini text AND which language level this technique belongs to.

Headline 1 includes the following:

- 1) Use of an imperative mood (grammar)
- 2) Use of a simple sentence (grammar)
- 3) Terms of address - proper noun (lexis/semantics)
- 4) elision/assimilation (grammar/phonology)
- 5) Vowel substitution/ non standard spelling of name - (lexis/semantics) leading to Pun/ word play (phonology)

This first headline is rich in linguistic techniques - that's why it was chosen for the corpus. In the real exam, the mini texts chosen will also be rich in techniques and it's your role to find them and make a note of these on the paper in order to help you to answer questions a to d.

For example, if you were asked to **identify grammatical techniques**, you could use your annotations to identify 3 different grammar points just from one single headline. Here's an example of how you might use these notes in your answer:

Headline 1 uses a range of grammatical techniques. For example, the headline employs the imperative mood "Kym'n get me, boys" which highlights that Kym Marsh is newly single and possibly on the 'hunt' for a new man in her life.

This clearly outlines the **grammatical technique used** and emphasises clearly **the effect of this choice**.

It's important to annotate every technique that you see during your first reading of the corpus, as the time allowed for this section is brief and this will save you valuable time.

Look for:

Lexical/semantic techniques, phonological techniques, grammatical techniques AND begin to consider their EFFECTS

NB: An example of an annotated corpus is also included in this pack.