

Key terms	Definition
apposition	<p>the combination of two noun groups, side-by-side, to describe a single person, place, thing or concept</p> <p>The second noun group demonstrates a deliberate inclusion of information. The appositive (the second noun group) can sometimes convey perspectives on who or what is being described. In the sentence below, the appositive is underlined:</p> <p>'Canberra, <u>the capital of Australia</u>, ... '</p>
caption	information that contextualises or clarifies the content of an image
colour	interesting, notable or unexpected use of colour can achieve salience (importance or prominence)
disempowerment	<p>the process of depriving 'power' in ways that may delegitimise, ignore, devalue or discriminate against the identities and behaviours of individuals and groups</p> <p>When considering disempowerment in texts, ask yourself how language is used to convey negative representations, perspectives and messages of the text. For example, the phrase 'the concert was swarming with hordes of heavy metal fanatics' disempowers the attendees of the concert.</p>
editing	in audiovisual presentations of news, editing is the sequencing and arrangement of shots that presents the 'narrative' of a news story
embedded clause	<p>provides very specific detail about the noun being described; usually begins with a relative pronoun such as 'who', 'whose', 'which' or 'that'</p> <p>Sometimes, an adverb such as 'when' or 'where' can introduce an embedded clause. However, in news articles, relative pronouns are often elided (left out). An embedded clause is not 'sandwiched' with commas. In the sentence below, the embedded clause is underlined:</p> <p>'A convicted thief <u>dubbed by police as a remorseless re-offender</u> was sentenced to 10 years' jail late yesterday.'</p>
empowerment	<p>the process of supplying 'power' in ways that may legitimise, recognise or value the identities and behaviours of individuals and groups</p> <p>When considering empowerment in texts, ask yourself how language is used to convey positive representations, perspectives and messages of the text. For example, the phrase 'the excited music-lovers attended the much-anticipated concert' empowers the attendees of the concert.</p>
gaze	the stare of a person within an image; gaze may establish a direct relationship between the viewer and the subject, or it may redirect attention onto another element of an image
headline	the title of a news media article, usually represented in a large, bold font
hyperlinks	in online news media texts, hyperlinks provide links to additional information about important people, places, events, concepts or practices related to the news topic




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intensifiers	<p>adverbs such as 'very', 'quite', 'extremely' and 'completely', which modify adjectives and other adverbs</p> <p>For example: 'It was an <u>extremely</u> hot summer.' (intensifier underlined)</p>
interactive content	<p>allows the audience to interact with the content of news media text; the way information is presented in interactive elements may influence readers to privilege perspectives; examples include online polls, surveys, comment functions and interactive maps</p>
interrupting clauses or phrases	<p>a subordinate clause or phrase that interrupts the main clause</p> <p>Unlike an embedded clause, an interrupting clause adds information that is non-essential and, in written news texts, it is sandwiched by commas. It can be removed and the main clause will make perfect sense. In news texts, an interrupting clause may provide some indication of opinion. In the sentence below, the interrupting clause is underlined:</p> <p>'The proposed change to the law, <u>while viewed favourably by many in the community</u>, was not supported by members of parliament.'</p>
lead paragraph	<p>the first sentence of a news article, which provides a general overview of the newsworthy subject matter; it delivers information about <i>who</i>, <i>what</i>, <i>when</i> and <i>where</i></p>
margin	<p>the border around text or image on a page</p>
messages (social, moral and ethical)	<ul style="list-style-type: none"> • social messages: messages an author wishes to communicate to the society he or she writes in; they are messages of social value ('be environmentally aware' or 'avoid wasting water' might be examples of social messages) • moral messages: messages about what is 'right' or 'wrong' ('stealing is wrong' might be an example of a moral message) • ethical messages: messages about what ought to occur in a particular context ('Protecting the weak is the responsibility of the strong' might be an example of an ethical message)
modality	<p>expresses degrees of probability or certainty</p> <p>Modality can be expressed through:</p> <ul style="list-style-type: none"> • modal verbs: 'can', 'could', 'must', 'might', 'will', 'shall', 'should', 'would' • modal adverbs: 'probably', 'possibly', 'certainly', 'perhaps', 'maybe' • other expressions such as adverbial or adjectival phrases: 'It is highly probable'. <p>Gauging the certainty or probability of descriptions included in news reports is interesting in incidences where the facts may not be 100 per cent certain.</p> <p>For example: '<u>It is certain</u> that after the tribunal, scheduled for later today, the player <u>will</u> face suspension for his actions.' (expressions of modality are underlined)</p>



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neologism	<p>the creation of new words or expressions</p> <p>The media often seizes upon neologisms — recently coined words or phrases, or familiar words used in a new sense. Some neologisms have strong social or cultural meanings associated with them. Some examples of neologisms are ‘memes’, ‘googling’ and ‘texting’. In the sentence below, the neologism is underlined:</p> <p>‘The teenager has been charged for <u>trolling</u> websites in an offensive and discriminatory manner.’</p>
news media texts	<ul style="list-style-type: none"> • print-based news media — newspapers, magazines • online forms of news media — web pages, web articles • audiovisual forms of news media — television news reports
noun groups	<p>groups of words that work to describe a noun</p> <p>Word choice in noun groups affects meaning. In news texts, look out for strong adjectives and consider meanings associated with the choice in nouns. Noun groups are underlined in the following sentence:</p> <p>‘<u>The devastated owners of a local takeaway store</u> were shocked to find their shop totally destroyed after <u>a brazen gang of thieves</u> ram-raided their business.’</p>
positioning	<p>the positioning of elements, such as people and objects within an image, affects salience:</p> <ul style="list-style-type: none"> • elements in the foreground are more salient (prominent) than elements in the background • elements occupying a central position are more salient (prominent) than elements at the margins of an image • the size of elements within a frame affects salience, with larger elements attracting attention over smaller elements
quotations	<p>words copied from a speech or text placed inside quotation marks; news articles include quotations from various sources to provide perspectives on events</p>
reading path	<p>the path taken through a text from the most salient element to the least salient element; reading paths are flexible but text designers can prompt readers to follow particular paths</p>
related content	<p>some online news articles contain links to related content; the links may be to additional articles or multimedia presentations of news that are related to the subject matter of the article, a wider topic or a general theme</p> <p>When selecting related content to display, website creators are categorising news media that they believe to share similarities with the main article.</p>
return sweep	<p>while reading a text from top to bottom, left to right, a reader will perform a return sweep, which is the action of pausing and sweeping the eyes to the left of a page or screen to find the next line to be read</p>



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salience	the way texts are designed to draw attention to key elements; the most attention-grabbing element of a text is said to be the most salient												
semiotic systems	<p>the written, visual, gestural, spoken, spatial and audio tools of meaning-making that people use to communicate with one another</p> <table> <tr> <th>Types of semiotic systems</th><th>Features of semiotic systems</th></tr> <tr> <td>Linguistic systems — using arrangements of words to communicate</td><td>oral and written language features, text structure, punctuation, grammar</td></tr> <tr> <td>Visual systems — using arrangements of visual information to communicate</td><td>salience, colours, tone, vectors, positioning, cinematography</td></tr> <tr> <td>Gestural systems — using facial expressions and body language to communicate</td><td>facial expression, movement, stillness body position, moving images</td></tr> <tr> <td>Audio systems — using and manipulating sound to communicate</td><td>silences, music and sound effects, volume, pitch, rhythm, pause</td></tr> <tr> <td>Spatial systems — selection and organisation of information within a space</td><td>layout and organisation of objects, proximity, direction, position in space</td></tr> </table>	Types of semiotic systems	Features of semiotic systems	Linguistic systems — using arrangements of words to communicate	oral and written language features, text structure, punctuation, grammar	Visual systems — using arrangements of visual information to communicate	salience, colours, tone, vectors, positioning, cinematography	Gestural systems — using facial expressions and body language to communicate	facial expression, movement, stillness body position, moving images	Audio systems — using and manipulating sound to communicate	silences, music and sound effects, volume, pitch, rhythm, pause	Spatial systems — selection and organisation of information within a space	layout and organisation of objects, proximity, direction, position in space
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skimming	a reading technique in which the reader rapidly moves their eyes over a text with the intent of getting the main idea of a text; many news texts are designed so that readers can skim and quickly understand the main ideas of the article												
text structures	the ways information is organised in different types of texts, for example: chapter headings, subheadings, table of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect; choices in text structures and language features together define a text type and shape its meaning 												
theme position	theme position is the beginning part of a sentence, extending to the first verb; when a writer varies theme position, it shifts the focus of a sentence; therefore, a writer can alter the contents of the theme position for various effects												
tone	use of light and shadow in an image can be used to achieve salience												
vectors	lines that direct the viewer's attention to elements of an image; they 'lead' a reader to focus on a particular element within an image; vectors may be explicit and obvious or may be implied												

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verbs/verb groups	<p>indicate action and various states in a clause or sentence</p> <p>The choice of verbs can affect meaning. For example: It <u>has been alleged</u> that the suspect <u>acknowledged</u> his role in the crime. (verbs and verb groups underlined)</p>
visual modality	<p>the modality of an image relates to how realistic it appears; images may be composed in a realistic or stylistic manner</p>
voice (active and passive)	<ul style="list-style-type: none"> active voice clearly depicts the subject of a clause as the ‘actor’ or ‘doer’ of a verb; in active voice, the subject usually takes up theme position to perform the verb passive voice depicts the subject being acted upon — receiving (and not ‘doing’) the action of the verb; the actor or ‘doer’ may or may not be included in the sentence <p>In news media texts, active voice is used to clearly assign responsibility for actions to individuals. Passive voice may reduce an individual’s level of responsibility. In the examples below, the subject is underlined and verbs are in bold.</p> <ul style="list-style-type: none"> Active voice: <u>A passer-by</u> saved the dog from flood waters. Passive voice: <u>The dog</u> was saved by a passer-by. Agentless passive voice: <u>The dog</u> was saved from flood waters.