ARGUMENT

What it is

Argument is a persuasive form of reasoning. It is employed in a wide range of contexts, from personal conversations to academic debates. An argument typically involves the presentation of reasons to support a particular conclusion or course of action. It is a way of developing ideas and beliefs by providing evidence and logical reasoning to support them.

Why it is important

Argument is an essential skill in many aspects of life, from personal relationships to professional careers. It is a way of communicating ideas, resolving disagreements, and persuading others to adopt a particular viewpoint. Effective argumentation requires the ability to express ideas clearly, to consider the perspectives of others, and to respond to counterarguments.

AUTHORITY

What it is

Authority refers to the ability to influence others by virtue of one’s position or expertise. It is a way of demonstrating credibility and trustworthiness in a particular field or area of knowledge. Authority can be established through a variety of means, including experience, expertise, or position within an organization.

Why it is important

Understanding the concept of authority is crucial in many aspects of life. It enables individuals to evaluate the credibility of information and to make informed decisions based on the authority of the source. It also helps in assessing the validity of arguments and in understanding the perspectives of others.

CHARACTER

What it is

Character refers to the personality traits, values, and behaviors that define a person. It is a way of understanding how individuals perceive and interact with the world around them. Character can be analyzed through various lenses, including sociological, psychological, and ethical perspectives.

Why it is important

Character is a fundamental concept in literature and the arts. It is a way of exploring themes such as morality, identity, and the human condition. Understanding character helps in appreciating the depth and complexity of literary works and in making connections to real-life situations.
Students understand that codes and conventions are constantly evolving in response to new forms of communication and cultural change.

Students learn that:
- The development of code and conventions is due to both innovation and constraints. New forms of communication may open up new possibilities for meaning, or they may be constrained by the language and conventions already in use.
- Codes and conventions evolve through time, and understanding the evolution of codes and conventions helps us to understand the context in which a text was created.
- Codes and conventions can be used to promote, reflect or subvert cultural values and norms.

Students understand that codes and conventions reflect and shape power relationships and culture.

Students learn that:
- Codes and conventions are not neutral. They reflect and reinforce power structures and cultural values.
- The way codes and conventions are used can reinforce or challenge dominant cultural narratives and norms.

Students understand that codes and conventions are social practices and are adapted in response to different processes, contexts, audiences and modes.

Students learn that:
- Codes and conventions are not static. They are adapted and changed in response to different contexts and audiences.
- The way codes and conventions are used can be influenced by factors such as audience, purpose, and cultural context.

Students understand that codes and conventions of each mode provide the foundation for innovation.

Students learn that:
- The knowledge of codes and conventions helps in understanding how meanings are created in texts.
- Different modes of communication (e.g., written, spoken, visual) have their own codes and conventions that influence how meanings are created and conveyed.

Students understand that codes of communication are rules which provide access to information and ideas as well as opportunities for expression.

Students learn that:
- Codes and conventions regulate the ways in which we communicate and convey information.
- Understanding codes and conventions helps us to interpret and critique texts.

Students understand that codes and conventions provide structures for making meaning.

Students learn that:
- Codes and conventions are the rules that govern how we communicate and express ourselves.
- Understanding codes and conventions helps us to create and interpret meaning in texts.

Students understand that communication across agreed codes and conventions.

Students learn that:
- Communication across agreed codes and conventions is necessary for effective communication.
- Understanding codes and conventions helps us to communicate effectively.

Students understand that language and culture are matters of more than the oral.

Students learn that:
- Language and culture are not limited to oral communication. They extend to written, visual, and other forms of expression.
- Understanding language and culture helps us to appreciate different ways of communicating and interpreting meaning.
The more students read in a genre, the more they are aware of the expectations it sets up. These expectations may be realised or structure, identifiable features and ways to deviate from conventional approaches.

The study of genre enables us to see relationships between texts, the ways they are similar and the ways they are different or even familiarity of a genre and a way of categorising likes and dislikes.

All kinds of texts, imaginative, persuasive and informative, follow recognisable genres. There is a sense of ease and pleasure in the Why it is important

• 'real life' documentaries are usually structured as narratives
• the 'adventure' stories above could also be classified respectively as medieval romance, western, thriller, or science fiction
• genres are adapted to times and cultures
• knowledge of generic conventions can guide composition of and response to texts

Genres are not prescribed categories but have developed through trial and error as the most effective way to achieve a purpose. Genre simply means 'type' or 'kind' and refers to groups of texts that have similarities in form and function.

Students understand that types of texts arise from similarity of purpose and vary according to the mode

They learn that:

• generic conventions may be challenged.
• genres are adapted to times and cultures
• subverting the genre can challenge the value system associated with the genre.
• genres shape representation and perception

Students understand that particular values attach to certain genres.

They learn that:

• they can see their own story in terms of other stories.
• in transforming texts, there are opportunities for originality.
• transformation provides ways of understanding and appreciating the earlier text.
• recreating texts provides new insights

Students understand that every text is in dialogue with other texts. These dialogues can be explicit, implied or inferred.

They learn that:

• texts are recontextualised for different times, modes, media and cultures
• textual patterning is aesthetically pleasing
• different ways of valuing texts reflect and imply different ways of reading.

Students understand that intertextuality invites consideration of the value of a text.*

They learn that:

• intertextuality is a relationship formed by a composer or responder between and among texts through recognising common elements rather than ‘created’. It also provides one way for students to compose their own texts drawn from their knowledge of others.
• intertextuality invites consideration of the value of a text.
• texts are recontextualised for different times, modes, media and cultures
• texts have been valued for expressing views about the human condition
• texts have been valued for conveying views about the human condition
• textual patterning is aesthetically pleasing
• students are reacquainted with older texts
• students are exposed to older texts
• students are exposed to older texts

Students understand that literary value is being reworked by globalisation, digitisation and the shaping influences of media.

They learn that:

• literary value includes the values expressed or implied in a text but refers specifically to how one can attribute worth to a text in
• literary value has been defined in terms of cultural value systems
• students are reacquainted with older texts
• students are exposed to older texts
• students are exposed to older texts

Students understand that literary value is intrinsic to composition and response.

They learn that:

• generic conventions may be challenged.
• genres are adapted to times and cultures
• textual patterning is aesthetically pleasing
• different ways of valuing texts reflect and imply different ways of reading.

Students understand that there is value in the study of genres because these judgement.

They learn that:

• intertextuality is a relationship formed by a composer or responder between and among texts through recognising common elements rather than ‘created’. It also provides one way for students to compose their own texts drawn from their knowledge of others.
• intertextuality invites consideration of the value of a text.
• texts are recontextualised for different times, modes, media and cultures
• texts have been valued for expressing views about the human condition
• texts have been valued for conveying views about the human condition
• textual patterning is aesthetically pleasing
• students are reacquainted with older texts
• students are exposed to older texts
• students are exposed to older texts

Students understand that literary value is being reworked by globalisation, digitisation and the shaping influences of media.

They learn that:

• literary value includes the values expressed or implied in a text but refers specifically to how one can attribute worth to a text in
• literary value has been defined in terms of cultural value systems
• students are reacquainted with older texts
• students are exposed to older texts
• students are exposed to older texts
NARRATIVE

What it is

Narrative is fundamental to thinking. When we think, we think in narrative form. Narrative can refer to a story itself or to the conversations, by which we communicate and understand the world. It is the way we construct a world that can tap and depend on perceptions of human behavior. Simply put, it includes the selection and organization of actions and events into a plot and a state of individuals or events to characters to carry the plot forward. A narrative is usually structured in such a way so as to respond reader involvement through compelling characters and characters' attitudes towards them and moving towards resolution.

Narrative is a part of everyday communication to convey messages, be it political (an annual budget), commercially (fashion collection announcement), or institutional (public health warnings). In these messages, the elements of narrative may not be obvious and are inferred through identification with the situation.

Why it is important

It is intrinsically human to tell stories as this is the way we organise, shape and make sense of life experience. We use narrative to connect perceptions, information, values and often transform our experience to make sense of them. Students understand that narrative is a way of sharing and learning about life experiences.

Students understand that narrative shapes our understanding of human experience, each story contributing to the larger narratives that make up our life or times.

They learn that
- narrative involves an organization of characters, places and events into a meaningful form
- narrative can be expressed in different ways including in imagery, symbol or psychology
- the characters, place, theme and time of narrative form can change from one narrative to another
- narrative can be expressed in visual, written, verbal and performance forms

Students understand that narrative provides structure for expressing ideas and values.

They learn that
- stories represent broad aspects of humanity, society and culture, and are particularly useful and personal to interest the reader
- stories often involve narratives of causes and effects (reasons between characters or of a character with society), which may rise to a climax before falling to a resolution
- structure of narratives (chronological, flashback, stream of consciousness) can control responses to the story
- values are embedded in narratives through the selection of details and characters and choice of language
- through these values of context, narrative can be used as a vehicle for arguments

Students understand that narrative shapes and is shaped by our view of the world.

They learn that
- our own experience and culture influence our response to stories
- the narratives forms are designed to engage the reader emotionally and intellectually with characters and the plot of the story
- the values and ideas expressed in stories shape our understanding of the world
- they learn that stories can challenge existing beliefs and values
- they learn to engage with narratives to understand their role in society
- they learn that narratives can be used to shape our understanding of the world

Students understand that narrative shapes our understanding of the world and is shaped by our view of the world.

They learn that
- narratives are representations of our experiences and are shaped by our perceptions
- narratives and their structures can be used to communicate and understand
- narrative and voice are interrelated and can be used to represent
- it is important to understand the perspectives from which stories are told
- narratives can be used to shape and influence our understanding of the world

Students understand that narrative is a way of sharing and learning about life experiences.

They learn that
- narrative is a way of telling different stories and events
- narrative can be used to create and reconstruct stories
- narrative can be used to express and communicate different perspectives
- narrative is a way of sharing and learning about life experiences

Students understand that narrative is a way of sharing and learning about life experiences.

They learn that
- narrative is a way of telling different stories and events
- narrative can be used to create and reconstruct stories
- narrative can be used to express and communicate different perspectives
- narrative is a way of sharing and learning about life experiences

Students understand that narrative is a way of sharing and learning about life experiences.

They learn that
- narrative is a way of telling different stories and events
- narrative can be used to create and reconstruct stories
- narrative can be used to express and communicate different perspectives
- narrative is a way of sharing and learning about life experiences

Students understand that narrative is a way of sharing and learning about life experiences.

They learn that
- narrative is a way of telling different stories and events
- narrative can be used to create and reconstruct stories
- narrative can be used to express and communicate different perspectives
- narrative is a way of sharing and learning about life experiences
**REPRESENTATION**

**What it is**

Representation is the depiction of a thing, person or idea as written, visual, digital, performed or spoken language and conventions. In representing we make choices that frame the language offered by other modes. Representation may be to reflect the natural world as individuals stand in relation to it or to express an imaginative or interpretative construction of it.

There are many different ways of seeing the world as our view is framed by context and culture. This means that representation cannot exist in isolation but is context rich and coloured by experience, learning and knowledge.

**Why it is important**

Students need to understand that representations are not neutral. All representations carry personal and cultural meanings and have personal and social effects. Sometimes these meanings are produced through a composer’s conscious choices of language and structure and at other times represent unconscious reproduction of attitudes, beliefs and values in the world. This links the potential for different readings of texts as representations that are contextualised and questioned.

Students need to be aware of the range of choices available to them in representing people, objects, experiences and ideas as well as how cultural convention may put limits on representation. To position themselves in the world it is important to engage with the world in a particular way.

**STYLE**

**What it is**

Style refers to the characteristic ways in which composers choose to express ideas in a variety of modes. It is born of the confluence of individual freedom and social direction. Style is one of the ways of distinguishing the work of an individual composer, a genre or a composition of multiple composers. Style is often used to convey a mood or tone.

**Why it is important**

Studying style is a skill because awareness of stylistic devices can support the development of strategies for reading. It can deepen students’ understanding of why composers might choose to express ideas and feelings in particular ways and how purpose, audience, context and composition influence composers. Through studying the style of a range of composers, students can reflect on and cultivate their own repertoire of styles.

Studying the style of a particular age or country shows the influence of context while at the same time existing appreciation of the stylistic abilities of a particular composer’s work.

**THEME**

**What it is**

A theme is a statement about life, arising from the interplay of key elements of the text such as plot, character, setting and language. Themes work together in a cohesive way to achieve the purpose of the text.

**Why it is important**

Identifying themes is a higher order comprehension skill, using students beyond the stated details of the text to consider the ideas implied by these details. By exploring these themes students come to an understanding of how individual elements of a text cohere to serve a theme.

Understanding the presence of a theme gives students insights into what is caused by a culture and the extent to which they may directly or indirectly influence values.

---

**Students understand that in representing the world composers and respondents construct, co-construct, reconstruct and influence meaning in and through texts.**

**Students understand that representations embody attitudes, beliefs and values.**

**Students understand that representations are not natural reflections of the world.**

**Students understand that representations position audiences to adopt a particular response.**

**Students understand that representations are varied and reflect individual experiences and contexts.**

**Students understand that there may be different representations of the same objects, events, people, emotions and ideas.**

**Students understand that the aspects of the real world and of their imagination may be represented in different modes and media.**

---

**Students understand that style operates at macro and micro levels of texts and consists of deliberate combinations of aspects of language, expression and ideas.**

**Students understand that representations are varied and reflect individual experiences and contexts.**

**Students understand that the impact of language choices and deliberately plan and refine their compositions accordingly.**

**Students understand that arrangements of words and/or images convey information and express feelings and thoughts.**

**Students understand that the ideas in texts are made into thematic statements that tell us about human experience.**

**Students understand that texts can convey a message.**