Genre and Institutions

Social Processes in the Workplace and School

Edited by
Frances Christie and J. R. Martin

CONTINUUM
London and New York
## Contents

**Contributors** vii

**Introduction**  
*Frances Christie and J. R. Martin* 1

1 Analysing genre: functional parameters  
*J. R. Martin* 3

2 Science, technology and technical literacies  
*David Rose* 49

3 The language of administration: organizing human activity in formal institutions  
*Rick Iedema* 73

4 Death, disruption and the moral order: the narrative impulse in mass-media 'hard news' reporting  
*Peter White* 101

5 Curriculum macrogenres as forms of initiation into a culture  
*Frances Christie* 134

6 Learning how to mean – scientifically speaking: apprenticeship into scientific discourse in the secondary school  
*Robert Veel* 161

7 Constructing and giving value to the past: an investigation into secondary school history  
*Caroline Coffin* 196

8 Entertaining and instructing: exploring experience through story  
*Joan Rothery and Maree Stenglin* 231

**Index** 265
Contributors

**Frances Christie** is Professor of Language and Literacy Education at the University of Melbourne.

**Caroline Coffin** is a Lecturer in Language and Literacy at the Open University, Milton Keynes, UK.

**Rick Iedema** is engaged in a project on the discourses of policy planning with the School of Health Services Management at the University of New South Wales, Sydney.

**J. R. Martin** is Associate Professor of Linguistics at the University of Sydney.

**David Rose**'s interest in literacy, and its role in shaping the consciousness of peoples and the structures of their societies, arose initially from a long involvement with Australian Aboriginal communities.

**Joan Rothery** is a literacy consultant.

**Maree Stenglin** is Manager of Education Services at the Australian Museum.

**Robert Veel** is a Sydney-based independent researcher and consultant in language education.

**Peter White** is a linguist based at the University of Sydney.
Death, disruption and the moral order: the narrative impulse in mass-media ‘hard news’ reporting

Peter White

Introduction

News reporting: genre and rhetorical objectives

This chapter explores the genres of arguably one of the most influential textual domains in contemporary society, that of mass-media news reporting. In particular, it focuses on English-language print-media reports, since media texts display considerable generic variation across the different media and across languages and cultures. It examines both the generic organization of these mass-media reports and the social and ideological objectives which this organization acts to realize.

Texts will be explored from the domain known as ‘hard news’ – reports typically associated with eruptive violence, reversals of fortune and socially significant breaches of the moral order. This hard news category includes both those reports which are primarily grounded in a material event such as an accident, natural disaster, riot or terrorist attack, and those grounded in a communicative event such as a speech, interview, report or press release. The chapter will demonstrate that a significant number of reports of both types share the same generic structure, a mode of textual organization unique to the mass media which gives hard news its textual distinctiveness. Both types of hard news report will be shown to achieve their informational and rhetorical objectives through a non-linear, ‘orbital’ structure in which dependent ‘satellites’ elaborate, explain, contextualize and appraise a textually dominant ‘nucleus’.

The view that the news story is a mode of ‘narrative’ is a commonplace in the media and cultural studies literature and the chapter will endorse this position. It will explore in detail the way the hard news report inflects the events it describes with cultural and ideological meanings, arguing that the hard news report acts to construct and to naturalize a model of social stability, morality and normality. But it will also address the apparently contradictory position typically taken by journalists themselves – the claim that the news report is an ‘objective’, ‘neutral’ and ‘impersonal’ mode of meaning making. While not supporting this position, the chapter will show how it is based on two key distinguishing features of the hard news report:
the generic structure mentioned above which acts to naturalize and to obscure the operation of underlying ideological positions;

* the construction of a journalistic register in which certain interpersonally charged register variables are severely circumscribed.

The ideational grounding of hard news: 'event' versus 'issue'

The chapter describes the structure and rhetorical purposes of two subtypes of hard news report. The first, to be labelled 'event story', describes what happened in the event of some misadventure, act of political violence, crime, economic setback and so on. The second type is grounded in a communicative event and acts typically to describe the criticisms, accusations, demands, warnings, discoveries or announcements of some authorized source such as a politician, community leader, lobbyist, professional expert or scientific researcher. These communicatively based items have been labelled 'issues reports' to reflect their role in describing the semiotic activity, the public controversies and debates which are triggered when some newsworthy event or state of affairs acquires the status of 'issue'.

The two types of report are exemplified below. The first, an event story, describes a newsworthy happening - the associated set of violent actions and events which followed the testing of a nuclear weapon by the French government in August 1995. The second, an issues report, is grounded, in contrast, not in any single event but in the statements to a parliamentary inquiry by a children's magistrate in Sydney, Australia. The report describes his claims that there has been a serious increase in violent juvenile crime and his call for increased police powers to address the problem.

[Event story]

**BOMB RAGE**

**Riots sweep Tahiti**

RIOTERS carved a blazing trail of destruction through the paradise island of Tahiti yesterday in a wave of fury sparked by French nuclear bomb tests.

Tahiti airport was left a smouldering wreck after more than 1000 protesters attacked riot police, drove a mechanical digger through the terminal and set the building alight.

France sent in tough Foreign Legion troops as riots spread to the nearby capital, Papeete.

Protesters looted shops, set a perfume store on fire and stoned an office building and the Territorial Assembly building.

Opposition to nuclear testing swept around the globe just a day after France exploded the first of up to eight bombs at Mururoa atoll, also in French controlled Polynesia.
Demonstrations included one by more than 10,000 people in Chile.
The riots in Tahiti are believed to have involved independence activists and 
trade unions.

Foreign Affairs Minister Gareth Evans said yesterday: ‘France has really 
reaped what it has sown.’

(Telegraph Mirror, Sydney, 8 September 1995. © The Daily Telegraph, Used by 
permission)

Ban Teens' Knives

Juvenile violence ‘rising sharply’

POLICE should have the power to confiscate knives from teenagers after an 
increase in violent offences, the State’s most senior children’s magistrate told a 
parliamentary inquiry yesterday.

Rod Blackmore, senior children’s magistrate for 17 years, said violent offences 
had risen while others, such as car stealing and general theft, had fallen.

Mr Blackmore said violent matters accounted for 41 per cent of offences 
listed before him at Bidura Children’s Court, Glebe, for the next two months. 
They included malicious wounding, armed robbery, assault with bodily harm, assault on police, personal violence and assault with intent to rob.

Offences involving knives made up 30 per cent of all violent matters before 
him.

Mr Blackmore said knives had become the most popular weapon used by 
young criminals.

He said police should be given the power to confiscate pocket knives, butter­ 
fly and flick knives.

Mr Blackmore told the all party Standing Committee on Social Issues inquiry 
into youth violence that five years ago car theft was the big problem.

It made up more than half of his workload but a clampdown on car theft had 
reduced the number, Mr Blackmore said, to less than 20 per cent.

He said there were about 17 youths charged with murder going through the 
court system.

‘The real worry is the carrying of knives by juveniles which is very frequent 
in the community and schools,’ he said.

Outside the inquiry, Mr Blackmore said he felt the proportion of violent 
ofences involving knives had increased six-fold over the past five years.

‘The use of knives, certainly in robberies, is a fairly frequent feature.’

Mr Blackmore said the law says a person is not entitled to carry a weapon for 
personal protection.

Allowing police to confiscate a knife would mean teenagers could be 
cautioned, rather than charged for the offence.

It may be possible children could get their knife back from police if they 
proved they had a proper use for the weapon or their parents knew of it, Mr 
Blackmore said.

Mr Blackmore also raised the possibility the anti-car stealing push may have 
led to the increase in violent crime.
‘If people are doing things for kicks, do they now go out and wander round streets at night looking for someone to mug rather than taking someone’s car?’ he said.

(The Telegraph Mirror, Sydney, 27 July 1994. © The Daily Telegraph, Used by permission)

It must be noted in passing that the grounding of the event story in a material happening does not preclude the inclusion of statements, opinions, etc. of authorized sources. In fact, such communicatively based elements are standard in the event story. Here, however, they play only a subsidiary role, typically confined to just a few sentences and acting only to elaborate the central description of the newsworthy material happening.

In addition, there are some reports which combine description of material and communicative events in roughly equal measure and which accordingly must be seen as combining event with issue. These event/issues hybrids are found frequently in the domain of political reporting. It must also be noted that, while the type of news story examined here occurs with high frequency in the media, the generic structure to be set out in detail below represents only one of the choices available for constructing event and issues reports and other patterns of textual development are to be found within hard news reporting.

The lead-dominated hard news story: genre analysis

Ideational orientation: newsworthiness and the subject matter of hard news

The subject matter of these hard news event stories and issues reports encompasses events or situations which are construed as threatening to damage, disrupt or rearrange the social order in its material, political or normative guise. The sources of this social order disruption can be grouped under the following three headings: aberrant damage, adversative rearrangements of power relations and normative breach.

Aberrant damage

Aberrant damage can result from the action of natural forces such as storms, earthquakes and bushfires, from accidents, incompetence or carelessness associated with human enterprise, from outbreaks of disease, from the harmful action of the global or local economy or from acts of intentional violence such as riots, terrorist attacks or warfare. The damage, therefore, can be either of a physical or an economic nature. The notion of ‘aberrant’ damage is necessary to account for the fact that certain types of damage – four local Thais dying in a bus crash in Bangkok, the fact that around 100 people die each day in Australia of heart disease – are not construed as warranting news coverage by, for
example, the Australian media. Such damage is seen by the mass-media's system of subject-matter assessment as a part of the natural order of things and hence 'normal'. It is only that damage which threatens the *status quo* which is hence seen as socio-culturally 'disruptive' or 'damaging' and which is viewed as warranting coverage.

**Power relations**

The domain of politics, both domestic and international, is the most obvious source of reports which turn on rearrangements of power relationships. Hard news reporting provides a fine-grained coverage of the minute shifts in power associated with rises and falls in political popularity, leadership challenges, changes in alliances, factional infighting and parliamentary performance as well as the more substantive shifts associated with elections, rebellions, military coups, trade agreements and wars. But there are other sources, including the worlds of business and the bureaucracy where, for example, take-overs, senior appointments and management power struggles are all classified as providing subject matter worthy of coverage. Also associated with shifts in power relations are those items dealing with perceived changes in social roles where those changes ultimately have an impact upon power relations. Perhaps the most obvious of these changes is that associated with the role of women in society. Even today in Australia the news that a woman has been appointed to a senior management position in a major company represents newsworthy subject matter, as is the news that a group of women has decided to form an all-women surf-lifesaving lifeboat crew. The notion of a rearrangement that is 'adversative' accounts for the fact that, to be worthy of coverage, the shift in the power relationship must be seen as at odds with the interests or at least the expectations of some socially significant individual or grouping, and can accordingly be seen as socially 'disruptive' or 'damaging' in some way.

**Normative breach**

The category of 'normative breach' involves events or states of affairs construed as departing from either established morality or custom. News items which involve a sense of moral breach include the obvious crime and corruption reports, where clear-cut illegality is involved, but also include coverage of those acts of incompetence, negligence, arrogance, indifference, etc. which are seen to threaten society's sense of duty or propriety. Thus, a sense of 'moral breach' will underlie the newsworthiness of reports of poor performance by government agencies, of reports that the schools are failing to equip students for the workforce and of reports of the abandonment of new-born babies. Developments such as the growth of new religions, changes in a nation's dietary habits and shifts in the populace's sporting interests are examples of departures from established
custom which are newsworthy in the English language media. Frequently such shifts in custom will acquire overtones of moral transgression as, for example, the burgeoning interest in American basketball among the young in Australia is construed as a betrayal of core national values and a threat to the Australian identity.

Under all three headings, therefore, the subject matter deemed newsworthy by the media always entails some perceived threat to the social order – natural disasters, outbreaks of disease, price rises and stockmarket plunges disrupt the material order; elections, leadership challenges and warfare disrupt the status quo of power relations; crimes and bureaucratic bungles destabilize the moral order. In terms of informational content, therefore, hard news reporting texts are directed towards the identification of potential or actual sources of social-order disequilibrium.

Event stories and issues reports, however, offer different representations of this social-order disruption by dint of their respective groundings in material and communicative events. The event story purports to describe socially disruptive events at first hand, to present a largely unqualified, unmodulated account of what happened, as if the reporter had been present at the time. The event is, thus, in terms of Halliday’s grammar, presented as a ‘phenomenon’, as a happening in external reality to which the reader is given direct access by the text. Some aspects of the account may be qualified by modal values of uncertainty or by attribution to external sources but, as demonstrated by the ‘Tahiti Riot’ report cited above, event stories act primarily to present unmediated descriptions of ‘real world’ happenings.

In contrast, the issues report acts, in the terms of Halliday’s grammar, to ‘project’ (see Halliday 1994: 250–73) the social-order disruption with which it is concerned. That is to say, the actions and states of affairs with which it is concerned are not described directly by the author but are ‘projected’ via the process of reporting the statements of some authorized source. Thus the ontological status of the status-quo disequilibrium of the issues report is fundamentally qualified or equivocal since the issues report acts to present ‘claims’, not ‘facts’. We can say, therefore, that the issues report presents statements about a supposed ‘reality’ rather than that ‘reality’ in its own right and hence represents the social-order disruption not as a ‘phenomenon’ but as ‘metaphenomenon’ (see Halliday 1994: 252).

The interpersonal orientation: the voice of the hard news reporter

Media training texts, practising journalists and media commentators frequently claim that the language or the ‘voice’ of the hard news report should be ‘factual’, ‘neutral’ and free of ‘subjectivity’. In a training text for French journalism students, for example, Husson and Robert condemn much of the French print media for mixing ‘fact with opinion’ in its reporting. They insist the French media should follow more closely the
model of the high-quality English-language media where, they contend, the language of hard news reporting is 'precise and 'neutral', where the reporter eliminates all subjectivity and where 'the only things on show are the raw facts' (1991: 63, my translation). Similarly, the guidelines of Australia's Special Broadcasting Service (SBS) explicitly state that all SBS news reporting must be 'impartial' and 'objective'.

Although this notion of a neutral and objective voice is a problematic one requiring more extended treatment than is possible here (see Iedema et al. 1994: 200–36), it does, nevertheless, reflect certain systemic trends in the semantics and lexicogrammar of hard news reporting, at least in the mainstream English-language press. In a significant proportion of hard news texts, the author avoids or at least minimizes interpersonal meanings which may act to reveal or to foreground his/her subjective involvement in the meanings being made by the text. The meanings typically avoided include explicit value judgements by the reporter about the morality, competence, normality, etc. of participants, explicit evaluations of events and entities in terms of their aesthetics or emotional impact, inferences about the motivations and intentions of participants and contentious claims about causes and effects. All such meanings rely upon the action of the author's individual subjecthood in applying value judgements, in responding emotionally to events, in extrapolating mental states from the material actions of others and in applying theories of cause and effect. For the author to proffer these is thus to foreground their interpersonal role in the text's construction. Consequently such meanings are either avoided or confined to the quoted comments of external sources in those canonical hard news texts which seek to represent themselves as neutral and impersonal.

In avoiding such personalizing or subjective meanings on the part of the journalist-author, hard news reporting stands in contradistinction to the other primary mode of media textuality, the commentary or opinion piece. In the media commentary, the role of the author is precisely to offer up subjective interpretations in which a central role is played by explicit value judgements, aesthetic evaluations, theories of cause-and-effect and so on. The distinction between the language of hard news and commentary is illustrated by the following two extracts from the domain of politics, the first from a hard news report from the newsroom of Australia's Special Broadcasting Service and the second from a commentary from the opinion pages of the Sydney Morning Herald (subjectivizing meanings in the commentary piece have been underlined).

[Hard news report]
A White House aide has paid the American Navy 562 dollars for towels and bathrobes that disappeared from an aircraft carrier on which President Clinton stayed during his trip to Normandy, earlier this month.

Communications Director Mark Gearan said White House scheduling director Ricki Seidman paid the money from her pocket to dispel any notion of impropriety.
The Navy had asked the White House for reimbursement for towels and robes missing from the USS George Washington, which accommodated Mr Clinton, 40 aides and 23 reporters during ceremonies marking the 50th anniversary of D-Day.

The money was paid after a memo was issued to White House staffers asking for payment for 16 bathrobes and 68 towels from the aircraft carrier, some with the ship’s insignia.

[Commentary/opinion]
His speech two nights ago was that dreadful. It was facile, contrived, pedestrian and disingenuous. It had no commitment, no passion and no clarity. It revived all the flaws that brought him undone that first time six years ago. It marked him, perhaps fatally, as truly yesterday’s man. It exposed him more brutally than ever as a leader locked into the past, as a politician of indecision, of no courage, no guile, no ideas, no true understanding of his own country in the 1990s, and no feel for the future. If it wasn’t complete humbug, it was an absolute political disaster.

(Commentary by Alan Ramsey on a speech by the then Australian Federal Opposition leader, John Howard, Sydney Morning Herald, 10 June 1995)

The distinction between the interpersonally neutral register of the hard news reporter and the interpersonally charged register of the commentator is not, however, a simple dichotomy. There are, in practice, many hard news texts which lie somewhere between these two texts. The cited texts, in fact, stand at the opposite extremes of a cline on which texts can be located according to the number and intensity of the explicit ‘subjectivizing’ meanings they present and hence the degree to which they are felt to position the reader interpersonally. In the Australian media, the texts of correspondents and specialist ‘rounds’ reporters, for example, typically contain significantly more of these interpersonal meanings than those of general reporters or the international wire services. Nevertheless, it still remains valid to characterize hard news texts by reference to the way in which they restrict or turn off, so to speak, interpersonal meanings and to see them, at least in relative terms, as texts where a range of interpersonal values are either avoided or underplayed.

In one crucial respect, however, even the most canonical of hard news reports depart from this general interpersonal neutrality. A recurring feature of the hard news report is the presence of lexis which encodes a sense of intensity or heightened involvement by the author and which positions the reader to view the events or statements described as significant, momentous or emotionally charged. This semantics of intensification is illustrated by the event story already cited above. There the actions by the Tahitians in response to the French nuclear test were described as a bomb rage which carved a blazing trail of destruction through a paradise island in a wave of fury which left Tahiti airport a smouldering wreck.

This intensification is, in fact, so common a feature of the register of hard news journalism that it now acts to mark news reporting as a distinc-
tive functional variety of language. Thus it is primarily the intensifying lexis which marks the language in the following extracts from three event stories as journalistic (intensifications underlined).

One third of the 100 senior civil servants at the Treasury have been axed by Mr Kenneth Clarke, in one of the greatest shake-ups of a Government department. (Weekly Telegraph (Daily Telegraph), London, 24 October 1994)

Nine people died in and around the Greek capital as torrential rains lashed the region at the weekend, causing damage of biblical proportions and bringing a nation-wide halt to rail traffic. (Agence France Presse, 24 October 1994)

A man who once praised Hitler's labour policies has emerged from Austria's general election with the strongest far-right parliamentary bloc in Western Europe in a shock result that has sent the ruling coalition parties reeling to their worst losses since 1945. (Reuters, 11 October 1994)

As illustrated by these examples, this intensification in event stories most typically takes two forms:

- Lexis, which combines an informational meaning with a sense of interpersonal engagement and heightened impact – thus, axed for dismissed, shake-up for reorganization and torrential rains lashed for heavy rain fell.
- Comparisons, which assert the great size, force, severity, significance, etc. of the action under consideration – thus, one of the greatest shake-ups, damage of biblical proportions and the worst losses since 1945.

Tellingly, the mode of intensification is never cited by the journalistic training texts or by practising journalists as damaging the interpersonal neutrality of hard news stories. It may be seen as formulaic, clichéd or even sensationalist and hence criticized, but it is never viewed as acting to personalize or subjectivize the text. (See, for example, Bagnall 1993: 90–2.)

The same lexical resources are used within the issues report for the purpose of intensification. Perhaps predictably, given the central role of 'projection' within the issues report, the intensifying impulse often informs the way the process of verbal communication is reported. Thus politicians slam their opponents rather than criticizing or disagreeing with them, political parties find themselves plunged into a heated row rather than engaging in debate and adverse findings are formulaically described as damning indictments.

As a result, however, of their grounding in the words of external sources rather than those of the reporter him/herself, issues reports are less limited than event stories in their choice of meanings with which to heighten impact and to engage the reader emotionally in the text. Accordingly they do not need to rely so heavily on the mode of intensi-
fication outlined above. Thus, in the following extract from an issues report, China's orphanages can be labelled death camps—an explicit moral judgement obviously capable of engaging the reader emotionally in the text—without damaging the author's mask of interpersonal neutrality, since the description is an attributed one.

Thousands of Chinese orphans are being killed each year at institutions which are little more than death camps, according to a report by the New York-based group, Human Rights Watch Asia.

(The Australian, 8 January 1996)

Issues reports also routinely exploit the vagueness inherent in the semantics of indirect speech in order to heighten the sense of both writer's and reader's engagement in the text. Under this vagueness, it is possible to strengthen and intensify the statements of the quoted source while at the same time appearing to remain within the bounds of attribution and hence to maintain the author's neutrality. Thus, in the issues report cited above, the call by the Sydney magistrate for police to be given the power to confiscate knives is restated as a call for a ban on knives for teenagers. The same process is at work in the following issues report extract.

CHILD CARE ON TRIAL

Child-care standards a scandal, say experts

By ADELE HORIN

Many child-care centres are flagrantly breaching regulations and are operating with impunity because it is almost impossible to close them, say child-care specialists. And new national child-care standards to be introduced next year are unlikely to improve the worsening situation.

In a damning indictment, child-care experts say some centres ignore State Government regulations on staff numbers, health and safety issues, knowing they will not even be fined.

(Sydney Morning Herald, 11 February 1995)

Although the full report describes various strong criticisms of the child-care centres by child-care experts, there is no evidence that the experts actually described the situation as 'a scandal' or accused centres of 'flagrantly' breaching regulations. Here the choice of words acts to intensify the strength of the attributed command or moral judgement.

The textual organization of the hard news report: generic structure

Textual structure acts to implement the informational and interpersonal meanings carried by a text so as to achieve certain rhetorical or communicative objectives. Thus we are interested in how a given textual structure
arranges and presents both informational and interpersonal meanings, where given meanings are located in the movement from textual opening to closure, how informational and interpersonal meanings interact and whether sets of distinct meanings operate to establish stages of textual unfolding. In the context of the hard news report, we are concerned, therefore, with how textual structure acts to implement informational meanings relating to perceived social-order disequilibrium and interpersonal meanings which act to intensify both the author's and reader's engagement in this informational content.

The hard news report can be divided into two primary phases: an opening nucleus containing the text's core informational and interpersonal meanings; a subsequent development stage which acts not to introduce new meanings but to qualify, elaborate, explain and appraise the meanings already presented in the opening 'nucleus'. The nature of these two phases and the manner in which they interact will be examined in detail in the following sections.

The textual nucleus: headline plus lead

The nucleus of the English-language print media hard news report is most typically constituted by the combination of its headline and its opening sentence (known to journalists as either the lead or intro\(^8\)). These two elements can be seen as representing a single unit or phase because, in the overwhelming majority of cases, the headline exactly repeats a subset of the informational content of the lead, serving simply to signpost key meanings which will be presented more fully in the following sentence. The interdependence between headline and lead is illustrated by the following examples, the first from an event story report of a hurricane which struck the United States in 1992 and the second from the issues report already cited above. (Points of interdependence have been underlined and indexed.)

**Million flee** as hurricane pounds Florida.
MIAMI, Monday: Hurricane Andrew smashed ashore south of Miami early today with walls of water and the howling terror of 175 km/h winds, forcing a million people to flee and leaving 13 dead in the wake of what could be the biggest storm to hit the United States this century.

*(Sydney Morning Herald, 25 August 1992)*

**Ban teens knives**
Juvenile violence rising sharply.
POLICE should have the power to confiscate knives from teenagers after an increase in violent offences, the State's most senior children's magistrate told a parliamentary inquiry yesterday.

*(Telegraph Mirror, Sydney, 27 July 1994)*
This interdependence can be seen as an artefact of the news production process, since headlines are written not by the reporter but, at a later stage, by a subeditor who typically seeks a headline which sums up the lead.

This opening nucleus of headline plus lead acts to launch the reader immediately into the heart of the social-order disruption about which the report is organized. Unlike many other genres which offer introductory backgrounding and context setting, the hard news report provides nothing by way of textual preliminaries, no gearing-up of the textual process. The opening Headline/lead nucleus casts the reader abruptly into the core subject matter of the report, the threat to the social order. And perhaps most tellingly, the opening nucleus goes directly to those aspects of the event or state of affairs which are assessed as constituting the peak or climax of social-order disruption. That is, it singles out those aspects of the event or issue at hand which pose the greatest threat to the material, power-relational or normative status quo, extracting them from their original chronological or logical context and thus compelling the reader to engage immediately with some crisis point of social-order disequilibrium.

This process can be exemplified by reference to the news items already cited. In the 'Hurricane Andrew' report, for example, the Headline/lead nucleus does not set the scene by means of a general overview, nor by an account of first storm warnings or the first signs of the storm's arrival. Rather, it moves directly to a carefully selected subset of incidents, the thirteen deaths and the million evacuations, elements which represent what was maximally damaging and catastrophic for human material order. Similarly, the opening nucleus of the 'Tahiti Riot' report does not describe the geographical setting nor the political background of the French nuclear tests, nor does it set out the first step in a chronologically organized account of the events following the nuclear test. Rather, it takes the reader immediately to a description of those incidents which constitute maximal material and moral-order disruption — a bomb rage in which rioters carve a blazing trail of destruction through the island of Tahiti.

The Headline/lead nucleus of the issue report acts in a similar way although the climax of social-order disruption is, as discussed above, metaphenomenal rather than phenomenal. That is, rather than describing some actual catastrophic action or actions, the Headline/lead nucleus of the issues report presents statements which claim to identify points of social-order disruption. And just as the Headline/lead of the event story singles out the incidents representing maximal societal disequilibrium from their original position in an unfolding sequence of events, so too the Headline/lead of the issues report extracts the most 'newsworthy' statements from their position in the original sequence of the speech, interview, press release, etc. upon which the report is based.

This process of selection can be illustrated briefly by analysing the connection between a press release from the international aid organization, World Vision, and the news report based on that press release by the
radio news department of Australia's SBS. Figure 4.1 places the press release beside the news report in order to show how the SBS reporter ignored the press release's original ordering of information and the informational emphases which followed from it - the two boxes illustrate where similar information is presented within the two texts. The structure of the press release - displayed in the left column - begins with, and thereby foregrounds comments about the 'inspiring' resolve of the people of Bosnia and the role of World Vision in supporting them. The SBS reporter, however, selects what was essentially a footnote in the ori-

![Figure 4.1 Informational organization of World Vision press release and SBS issues report compared](image-url)
original release for maximum emphasis in the lead – descriptions relating to the adversative rearrangements of power represented by NATO's aggressive intervention in the war in Bosnia. Thus, just as the event story extracts from its temporal context those aspects of the material activity sequence (see Martin 1992: 321–5) which are construed as most disruptive of the social order, the issues report extracts that aspect of the verbal sequence which the reporter construes as having the greatest impact on social order and stability. In so doing, it may well ignore, or at least de-emphasize, the primary message of the original source material.

Headline/lead: interpersonal role

The Headline/lead nucleus is most typically the primary site within the text for the intensifying interpersonal meanings discussed above. That is, while such meanings may be found at any point in the text, they typically occur in the highest concentration and with the greatest rhetorical affect in the headline and lead. This concentration can be illustrated by reference to the 'Tahiti Riot' report. In the analysis set out in Figure 4.2, the points of intensification have been underlined and then their number totalled, in the leftmost column, as a rough guide to rhetorical impact. There are nine points in the Headline/lead, no more than two points in any of the subsequent sentences and no points in the final three sentences.

| 9 | **BOMB RAGE**  
  Riots sweep Tahiti  
  RIOTERS carved a blazing trail of destruction through the paradise island of Tahiti yesterday in a wave of fury sparked by French nuclear bomb tests. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tahiti airport was left a smouldering wreck after more than 1000 protesters attacked riot police, drove a mechanical digger through the terminal and set the building alight.</td>
</tr>
<tr>
<td>1</td>
<td>France sent in tough Foreign Legion troops as riots spread to the nearby capital, Papeete.</td>
</tr>
<tr>
<td>2</td>
<td>Protesters looted shops, set a perfume store on fire and stoned an office building and the Territorial Assembly building.</td>
</tr>
<tr>
<td>1</td>
<td>Opposition to nuclear testing swept around the globe just a day after France exploded the first of up to eight bombs at Mururoa atoll, also in French controlled Polynesia.</td>
</tr>
<tr>
<td>0</td>
<td>Demonstrations included one by more than 10,000 people in Chile.</td>
</tr>
<tr>
<td>0</td>
<td>The riots in Tahiti are believed to have involved independence activists and trade unions.</td>
</tr>
<tr>
<td>0</td>
<td>Foreign Affairs Minister Gareth Evans said yesterday: 'France has really reaped what it has sown.'</td>
</tr>
</tbody>
</table>

**Figure 4.2** Intensification analysis: distribution of points of intensification in 'Tahiti Riot' report (points totalled in left-hand column)
From this perspective, therefore, the Headline/lead can be seen as representing an interpersonal peak, as providing a burst of interpersonal meanings at the beginning of the text which then subsides as the remainder of the text unfolds. Accordingly, the Headline/lead acts to single out some point of maximal social-order disruption while simultaneously employing interpersonal values to characterize that point as dramatic, highly significant and/or emotionally charged.

The body of the news story: satellite structure

The second phase of the hard news story – the body which follows the Headline/lead nucleus – acts to specify the meanings presented in the opening Headline/lead nucleus through elaboration, contextualization, explanation, appraisal and, in the case of the issues report, justification. That is to say, the primary role of the second phase is not to develop new meanings nor to introduce entirely new information but, rather, to refer back to the Headline/lead through a series of specifications.

The second phase can be further broken down into subcomponents according to the nature of the relationship or relationships of specification which the subcomponent enters into with the Headline/lead nucleus.

Analysis of a large number of news stories has revealed the following five broad modes or relationships of specification:

- **Elaboration**: one sentence or a group of sentences provides more detailed description or exemplification of information presented in the Headline/lead, or acts to restate it or describe the material in the Headline/lead in different terms.

- **Cause-and-effect**: one or more sentences describe the causes, the reasons for, the consequences or the purpose of the 'crisis point' presented in the Headline/lead.

- **Justification (issues reports)**: one or more sentences provide the evidence or reasoning which supports the newsworthy claim presented in the Headline/lead nucleus. This justification could be seen as a text internal cause-and-effect in that it explains why a particular claim has been made and hence could be included within a single broader ‘Cause-and-effect category’.

- **Contextualization**: one or more sentences place the events or statements of the Headline/lead in a temporal, spatial or social context. The geographical setting will be described in some detail or the ‘crisis point’ will be located in the context of preceding, simultaneous or subsequent events. Prior events of a similar nature may be described for the purpose of comparison.

- **Appraisal**: elements of the Headline/lead nucleus are appraised, typically by some expert external source, in terms of their significance, their emotional impact, or by reference to some system of value judgement.
The operation of the second-phase subcomponents in specifying the Headline/lead nucleus via these relationships is illustrated in the analyses set out in Figures 4.3 and 4.4, the first of the ‘Tahiti Riot’ event story (Figure 4.3) and the second of the ‘Knives Ban’ issues report (Figure 4.4). The key feature of this specification of the Headline/lead by the second-phase subcomponents is that it is organized ‘orbitally’ rather than linearly. That is to say, the subcomponents do not link together to build a linear semantic pathway by which meaning is accumulated sequentially. Rather than building on what comes immediately before or preparing the way for what is to follow immediately after, each subcomponent reaches back to specify the Headline/lead nucleus, which acts as the text’s anchor point or textual centre of gravity.

[Nucleus - headline/lead]
BOMB RAGE
Riots sweep Tahiti
RIOTERS carved a blazing trail of destruction through the paradise island of Tahiti yesterday in a wave of fury sparked by French nuclear bomb tests.

[Specification 1: Cause-and-effect + Elaboration - consequences of the riot + details of ‘trail of destruction’]
Tahiti airport was left a smouldering wreck after more than 1000 protesters attacked riot police, drove a mechanical digger through the terminal and set the building alight.

[Specification 2: Cause-and-effect - consequence of riot]
France sent in tough Foreign Legion troops as riots spread to the nearby capital, Papeete.

[Specification 3: Elaboration - details of ‘trail of destruction’]
Protesters looted shops, set a perfume store on fire and stoned an office building and the Territorial Assembly building.

[Specification 4: Contextualization - protests simultaneous with riot]
Opposition to nuclear testing swept around the globe just a day after France exploded the first of up to eight bombs at Mururoa atoll, also in French controlled Polynesia. Demonstrations included one by more than 10,000 people in Chile.

[Specification 5: Elaboration - specifies ‘rioters’]
The riots in Tahiti are believed to have involved independence activists and trade unions.

[Specification 6: Appraisal - riots appraised by Evans as France’s ‘just deserts’, thereby implying some moral breach on the part of France]
Foreign Affairs Minister Gareth Evans said yesterday: ‘France has really reaped what it has sown.’

Figure 4.3 Tahiti Riot (event story): specification of Headline/lead analysis

This pattern of orbital textual development – in which the Headline/lead acts as nucleus and the second-phase subcomponents act as its satellites – can be strikingly demonstrated by exploring what I term the ‘radical editability’ of the second phase: the freedom with which the order of second-phase subcomponents can be changed without damaging the functionality of the text. In the first column of Figure 4.5, the ‘Tahiti Riot’ report is presented in its original, published form, with radically
Ban teens' knives

Juvenile violence 'rising sharply'

POLICE should have the power to confiscate knives from teenagers after an increase in violent offences, the State's most senior children's magistrate told a parliamentary inquiry yesterday.

Rod Blackmore, senior children's magistrate for 17 years said violent offences had risen while others, such as car stealing and general theft, had fallen.

Mr Blackmore said violent matters accounted for 41 per cent of offences listed before him at Bidura Children's Court Glebe, for the next two months. They included malicious wounding, armed robbery, assault with bodily harm, assault on police, personal violence and assault with intent to rob.

Offences involving knives made up 30 per cent of all violent matters before him.

Mr Blackmore said knives had become the most popular weapon used by young criminals.

He said police should be given the power to confiscate pocket knives, butterfly and flick knives.

Mr Blackmore told the all party Standing Committee on Social Issues inquiry into youth violence that five years ago car theft was the big problem. It made up more than half of his workload but a clampdown on car theft had reduced the number, Mr Blackmore said, to less than 20 per cent.

He said there were about 17 youths charged with murder going through the court system.

"The real worry is the carrying of knives by juveniles which is very frequent in the community and schools," he said.

Outside the inquiry, Mr Blackmore said he felt the proportion of violent offences involving knives had increased six-fold over the past five years.

"The use of knives, certainly in robberies, is a fairly frequent feature."

Mr Blackmore said the law says a person is not entitled to carry a weapon for personal protection.

Allowing police to confiscate a knife would mean teenagers could be cautioned, rather than charged for the offence.

It may be possible children could get their knife back from police if they proved they had a proper use for the weapon or their parents knew of it, Mr Blackmore said.

Mr Blackmore also raised the possibility the anti-car stealing push may have led to the increase in violent crime. "If people are doing things for kicks, do they now go out and wander round streets at night looking for someone to mug rather than taking someone's car?" he said.

Figure 4.4 Knives Ban (issues report): specification of Headline/lead analysis
BOMB RAGE
Riots sweep Tahiti
RIOTERS carved a blazing trail of destruction through the paradise island of Tahiti yesterday in a wave of fury sparked by French nuclear bomb tests.

(1) Tahiti airport was left a smouldering wreck after more than 1000 protesters attacked riot police, drove a mechanical digger through the terminal and set the building alight.

(2) France sent in tough Foreign Legion troops as riots spread to the capital, Papeete.

(3) Protesters looted shops, set a perfume store on fire and stoned an office building and the Territorial Assembly building.

(4) Opposition to nuclear testing swept around the globe just a day after France exploded the first of up to eight bombs at Mururoa atoll, also in French controlled Polynesia. Demonstrations included one by more than 10,000 people in Chile.

(5) Foreign Affairs Minister Gareth Evans said yesterday: 'France has really reaped what it has sown.'

Foreign Affairs Minister Gareth Evans said yesterday: 'France has really reaped what it has sown.' (5)

Figure 4.5 Three versions of the 'Tahiti Riot' report demonstrating 'radical editability'
edited versions in subsequent columns. In column 2, the sequence of adjacent subcomponents has been reversed with what was originally element (2) becoming element (1) and element (5) becoming element (4). Column 3 represents an even more radical rearrangement. After the addition of a short phrase (in square brackets) to smooth the transition, element (4), previously the penultimate sentence, has been moved into position immediately after the Headline/lead. What was the final element – element (5) – has been moved into second position and then the order of the remaining elements has been reversed with (3) remaining in place, (2) becoming (4) and (1) becoming (5). (The original position of elements is shown in curved brackets.) The point at stake here is that, despite the radical editing, both new versions function effectively as news reports. The rearrangement of the report’s internal structure has not rendered the text communicatively dysfunctional or aberrant, nor has it produced some new subgenre of news report.

This feature is demonstrated further when the Telegraph Mirror ‘Tahiti Riot’ story is compared with reports of the same event from other newspapers. The variable ordering of information, achieved above by editing, is apparent when the internal structures of the alternative reports are examined. This is demonstrated by the comparison set out in Figure 4.6 of the Telegraph Mirror report and one from The Age of Melbourne. The same information is found in both reports but in a significantly different order.

This is not, of course, to suggest that the relative ordering of information within the body of news stories is without meaning, that it is possible to freely reorder this information without changing the text’s overall meaning or that there are no constraints at all on the reordering of the subcomponents of the second phase. Van Dijk (1988), for example, has demonstrated how the promoting or demoting of information within news reports is one mechanism by which the author actively construes certain information, that presented at the earlier position, as having greater significance. But the point here is not that order is unimportant but that radical editing of the sort demonstrated in Figure 4.5 is possible without rendering the text incoherent or generically aberrant.

This freedom of movement is possible because, as an orbitally organized text, the key logical and lexical interactions in the hard news report are not between adjacent subcomponents in the body of the text but between each individual subcomponent and the Headline/lead nucleus. Accordingly, relationships of elaboration, causality, contextuality, etc. – which are more generally seen as linking adjacent clauses or clause complexes – operate between the Headline/lead nucleus and its satellites in the second phase regardless of the intervening textual distances. It is possible to move a satellite within the second phase because its action in specifying the nucleus is unaffected by its relative position in the unfolding text. This pattern of orbital relationships is illustrated diagrammatically in Figure 4.7.

The discussion to this point has demonstrated radical editability with
<table>
<thead>
<tr>
<th><strong>[Telegraph Mirror 8/9/95]</strong></th>
<th><strong>[The Age 8/9/95]</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOMB RAGE</strong></td>
<td><strong>Fallout – Tahiti burns.</strong></td>
</tr>
<tr>
<td>Riots sweep Tahiti</td>
<td>French fly in the Legion</td>
</tr>
<tr>
<td>RIOTERS carved a blazing trail of destruction through the paradise island of Tahiti yesterday in a wave of fury sparked by French nuclear bomb tests.</td>
<td>Billowing clouds of thick black smoke clung in the humid air over Papeete last night, after a day in which Tahitian anger over the French nuclear blast at Mururoa Atoll erupted into violent protests, arson and clashes with security forces.</td>
</tr>
<tr>
<td><strong>[Airport ablaze after attack]</strong></td>
<td><strong>France sends in reinforcements</strong></td>
</tr>
<tr>
<td>(1) Tahiti airport was left a smouldering wreck after more than 1000 protesters attacked riot police, drove a mechanical digger through the terminal and set the building alight.</td>
<td>France sent Foreign legion reinforcements to Tahiti to quell the worst civil violence ever seen there.</td>
</tr>
<tr>
<td><strong>[France sends in reinforcements]</strong></td>
<td><strong>Protests staged around the world</strong></td>
</tr>
<tr>
<td>(2) France sent in tough Foreign Legion troops as riots spread to the nearby capital, Papeete.</td>
<td>But it was not isolated violence, as opposition to the nuclear test continued to sweep the globe. A massive anti-nuclear demonstration was staged by more than 10,000 people in Santiago, Chile, today. Protests were also held in other capitals, while Japanese newspapers took up calls for a boycott of French goods in response to Tuesday's nuclear blast at Mururoa Atoll.</td>
</tr>
<tr>
<td><strong>Details of rioting in Papeete</strong></td>
<td><strong>Australian government reaction</strong></td>
</tr>
<tr>
<td>(3) Protesters looted shops, set a perfume store on fire and stoned an office building and the Territorial Assembly building.</td>
<td>At Tahiti-Faaa airport outside Papeete, capital of French Polynesia, riot police fought a daylong battle with more than 1000 demonstrators who invaded the runway and blocked three jets, including one just about to take off for Los Angeles and Paris . . . [sentences elaborating on the destruction at the airport omitted]</td>
</tr>
<tr>
<td><strong>Protests staged around the world</strong></td>
<td><strong>Australian government reaction</strong></td>
</tr>
<tr>
<td>(4) Opposition to nuclear testing swept around the globe just a day after France exploded the first of its eight bombs at Mururoa atoll, also in French-controlled Polynesia. Demonstrations included one by more than 10,000 people in Chile.</td>
<td>The Australian Government yesterday appealed for calm in the Tahitian capital, but blamed France and its nuclear testing for the riots. The Foreign Minister, Senator Evans, said the violence was a measure of the depth of feeling aroused by the French test and reflected ‘the frustration felt by many people – not just in Papeete but throughout the world – at the French Government’s disdain for the views of the peoples of the South Pacific’.</td>
</tr>
<tr>
<td><strong>[Australian government reaction]</strong></td>
<td><strong>But France rebuffed the tide of global protests against the first of its tests . . .</strong> [sentences omitted covering French reaction]</td>
</tr>
<tr>
<td>(5) Foreign Affairs Minister Gareth Evans said yesterday: ‘France has really reaped what it has sown.’</td>
<td>But France rebuffed the tide of global protests against the first of its tests . . . [sentences omitted covering French reaction]</td>
</tr>
<tr>
<td><strong>[Details of rioting in Papeete]</strong></td>
<td><strong>[Details of rioting in Papeete]</strong></td>
</tr>
<tr>
<td>As darkness fell on Tahiti, the rioters abandoned the airport and turned their attention to Papeete. A burning garbage bin was hurled through the window of the High Commissioner’s residence, and burning bottles were directed at the French-controlled Territorial Assembly building. The protesters also set fire to nearby shops and cars before being forced out of the central Tarahoi square by security forces . . . [story continues]</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 4.6** Two ‘Tahiti Riot’ reports compared
reference to event reports but it is similarly a feature of issues reports of the type exemplified by the 'Knives Ban' story cited above. As demonstrated above, issues reports have the same orbital structure of dependent satellites specifying an opening nucleus, and the radical editability of these satellites follows logically from this orbital mode of textual development.

*Figure 4.7* Orbital structure of *Telegraph Mirror* 'Tahiti Riot' report

An informational pulse: repeating the 'point of impact'

The hard news item, therefore, divides into two phases. The first phase or nucleus provides the core informational meanings relating to social-order disruption and, simultaneously, a burst or peak of interpersonal meanings which inscribe the informational content with a sense of drama, significance and heightened intensity. The second phase – where typically the concentration of intensifying interpersonal meanings falls away – is made up of individual subcomponents which depend on the opening nucleus and which act to elaborate, elucidate and to appraise its informational content. Thus, interpersonally, the hard news story is organized as a wave with a crest in the Headline/lead falling away to a trough as the story comes to a conclusion. Informationally the news story is organized according to a pattern of logical dependency with the primary or major component in the Headline/lead nucleus, and a set of dependent, qualifying elements provided by the subcomponents of the second phase.
There is, however, one further feature of textual organization within the hard news story which operates in parallel with, or as a counterpoint to, these two patterns. Although not found in all event and issues reports, it occurs, nevertheless, with sufficient frequency to indicate it is a systematic feature serving some functional objective.

Both event stories and issues reports are marked by repetitions of the original point of newsworthy impact as set out in the Headline/lead. These repetitions occur in a pulse-like rhythm as the text unfolds. For example, in the 'Knives Ban' report, the newsworthy focus or 'angle' set up by the Headline/lead nucleus is the claim that **POLICE should have the power to confiscate knives from teenagers after an increase in violent offences.** These two related points are repeated a number of times as the text unfolds, as demonstrated in the following analysis. (The two points have been underlined and labelled as they recur.)

**Ban Teens' Knives** [confiscate knives]

**Juvenile violence 'rising sharply'** [knife related violence rising]

POLICE should have the **power to confiscate knives** from teenagers after an **increase in violent offences.** [knife related violence rising] the State’s most senior children's magistrate told a parliamentary inquiry yesterday. Rod Blackmore, senior children’s magistrate for 17 years said violent offences had risen [knife related violence rising] while others, such as car stealing and general theft, had fallen.

Mr Blackmore said violent matters accounted for 41 per cent of offences listed before him at Bidura Children’s Court, Glebe, for the next two months. They included malicious wounding, armed robbery, assault with bodily harm, assault on police, personal violence and assault with intent to rob.

Offences involving knives made up 30 per cent of all violent matters before him.

Mr Blackmore said knives had become the most popular weapon used by young criminals. [knife related violence rising]

He said **police should be given the power to confiscate pocket knives, butterfly and flick knives.** [confiscate knives]

Mr Blackmore told the all party Standing Committee on Social Issues inquiry into youth violence that five years ago car theft was the big problem.

It made up more than half of his workload but a clampdown on car theft had reduced the number, Mr Blackmore said, to less than 20 per cent.

He said there were about 17 youths charged with murder going through the court system.

'The real worry is the carrying of knives by juveniles which is very frequent in the community and schools,' he said. [knife related violence rising]

Outside the inquiry, Mr Blackmore said he felt the proportion of violent offences involving knives had increased six-fold over the past five years.

'The use of knives, certainly in robberies, is a fairly frequent feature.' [knife related violence rising]

Mr Blackmore said the law says a person is not entitled to carry a weapon for personal protection.
Allowing police to confiscate a knife [confiscate knives] would mean teenagers could be cautioned, rather than charged for the offence.

It may be possible children could get their knife back from police if they proved they had a proper use for the weapon or their parents knew of it, Mr Blackmore said.

Mr Blackmore also raised the possibility the anti-car stealing push may have led to the increase in violent crime. 'If people are doing things for kicks, do they now go out and wander round streets at night looking for someone to mug rather than taking someone’s car?' he said.

The following analysis illustrates this pattern within an event story report of a fatal car crash. Here, most notably the description of the car crashing into a tree is repeated at roughly equal intervals as the text unfolds.

**SCHOOL JAUNT ENDS IN DEATH CRASH** [boy killed]

A 17-year-old boy was killed [boy killed] instantly when a car carrying eight school friends - two in the boot - skidded on a bend and slammed into a tree yesterday. [car crashes into tree]

A 16-year-old girl passenger was in a critical condition last night – police said she might need to have her leg amputated – and a 17-year-old boy was in a serious but stable condition after the tree embedded itself in the car. [car crashes into tree]

Incredibly, the two girls in the boot of the V8 Holden Statesman and another girl escaped with only cuts and bruises.

The eight friends, two boys and six girls from years 11 and 12, had left Trinity Senior High School in Wagga yesterday at lunchtime, cramming into one car to go to an interschool sports carnival.

But a few kilometres later the car ploughed into a tree in Captain Cook Drive. [car crashes into tree]

Police believe the driver lost control on a bend, skidded on a gravel shoulder and slammed into a tree on a nearby reserve. [car crashes into tree]

Emergency crews said that when they arrived, the uprooted tree was embedded in the car.

It had been raining heavily and police believe the car might have been going too fast.

The driver, 17-year-old Nicholas Sampson, was killed instantly. [boy killed]

Deanne McCaig, 16, from Ganmain, had massive leg injuries and was trapped for more than 90 minutes. She was in a critical condition last night at Wagga Base hospital, where police say she is in danger of having her leg amputated. Peter Morris, 17, from Coolamon, suffered multiple injuries and was in a serious but stable condition. Among the other students Paulette Scamell and Anita McRae were also in a stable condition, while Shannon Dunn, Catherine Galvin and Rochelle Little, all 16, suffered minor injuries.

Police believe the friends from the Catholic high school were on their way to one of the students' homes before heading to the carnival.

*(Sydney Morning Herald, 14 August 1992. Used by permission of Shelli-Anne Couch)*
Perhaps the most salient consequence of this pattern of repetition for the event story is an orientation to temporal sequence in which the actual chronological ordering of events is afforded little importance. As is demonstrated with the 'Car Crash' report, the unfolding structure of the event story does not map chronological sequence — in contrast to many of the text types seen traditionally as narrative or story telling — but is organized around this repeated return to the original point of maximal social-order disruption. Consequently the unfolding of the text in the event story will typically take the reader backwards and forwards in time as it moves in a zigzag pattern around the time of the point of maximal disruption.

**Rhetorical outcomes: the narrative impulse and the communicative function of the news story’s generic structure**

**News and narrative**

At its very broadest level of operation, the notion of narrative has been applied to account for the way human discourses act to construct social reality. The narrative impulse is said to be at work when some text is organized so as to transmit key social values, cultural assumptions and culturally or ideologically determined themes and patterns of thought. It is through the operation of this narrative impulse that the text is inflected in such a way that its categories, relationships and orderings reflect culturally meaningful, rather than natural, entities and arrangements. (See, for example, Barthes 1966; Bremond 1964, 1966, 1973; Todorov 1966; Propp 1968; Greimas 1971; Bakhtin 1973; Adam 1985, 1992; Bird and Dardenne 1988; Mumby 1993.)

In its strongest formulation, this notion of narrative is part of a theoretical framework which holds that all human discourse has a narrative element in that texts necessarily act to construct and maintain social realities. Accordingly, the human species has been relabelled 'homo narrans' (Mumby 1993: 1). From this perspective, the notion of narrative is part of a theoretical challenge to the rationalist or realist epistemology which holds that at least part of human experience is made up of a fixed, external and objective reality which can be accurately and truthfully mirrored or mapped by at least certain types of texts.

In what might be thought of as a weaker or less extreme theoretical framework, the notion of narrative operates in a context where a distinction is made between objective texts which are held to directly reflect some external, non-socially determined reality and those texts in which the narrative impulse is at work constructing the contingent categories of culture and society. That is, this weaker position sees the narrative impulse at work in some, but not all, texts. (See, for example, Bird and Dardenne 1988.)

The identification of such a distinction is part of a long tradition,
underlying, as it does, Aristotle’s celebrated views on the differences between history and literature outlined in the *Poetics*:

The difference between the historian and the poet is not in their utterance being in verse or prose ... the difference lies in the fact that the historian speaks what has happened, the poet the kind of thing that can happen. Hence also poetry is a more philosophical and serious business than history; poetry speaks more of universals, history of particulars. (Aristotle, 1977: 33)

The distinction is found today in textual categorizations which distinguish between what is sometimes termed the ‘chronicle’ – a supposedly objective genre which simply recounts a sequence of events as it happened – and the narrativizing genres where the sorts of shaping and construing of events outlined above can be observed. Thus, in ‘Myth, chronicle and story’, Bird and Dardenne set up an opposition between objective news reports and those that involve genuine story telling. They state:

> [Journalists] face a paradox; the more ‘objective’ they are, the more unreadable they become; while the better storytellers they are, the more readers will respond, and the more they fear they are betraying their ideals [of objective reporting]. So journalists do some chronicling, some story-tellings and a lot that is something of both. (Bird and Dardenne 1988: 78)

In the current context, it is not necessary to evaluate the relative merits of the two positions, nor to rule on whether it is, in fact, possible for those texts described as chronicles to transparently and objectively represent some external reality. Event stories and issues reports are clearly not chronicles in that they do not set out simple chronological sequences of happenings. And the discussion to this point has provided compelling evidence that hard news reports are thoroughly informed by the narrative impulse, evidence which applies regardless of whether we hold a strong or weak view of narrative. The precise mode of expression that this narrativizing impulse finds in hard news reporting will be examined in detail below.

*News and the narrative of a social order at risk*

It was demonstrated above that the key purpose of news reporting as a social practice was the identification of points of maximal disruption of the *status quo*. Of key relevance here is the ideologically informed nature of these processes of identification and selection. Clearly these selections will be conditioned by the cultural experiences, the social identity and the political and economic objectives of those in a position to dictate their terms. In particular, they will rely on value-laden assumptions about which behaviours, actions, relationships and roles are normal parts of the social order, and which are disruptive or deviant. They will depend on assumptions about which parts of the social order are crucial and hence must be monitored for signs of change, damage or instability, and on assumptions
about which forces have the potential to disrupt or reorganize these core social entities. This point can be demonstrated briefly by an examination of the following two news stories.

In the report of the Athens flood cited above (p. 109), the reporter/subeditor chose for his/her ‘point of maximum impact’ details of the deaths, the damage and, interestingly, the disruption to traffic which resulted from the flooding. The report began: *Nine people died in and around the Greek capital as torrential rains lashed the region at the weekend, causing damage of ‘biblical’ proportions and bringing a nation-wide halt to rail traffic.* But contained in international wire copy available at the time was information that large-scale and poorly regulated new land developments in and around Athens were believed responsible for much of the damage and possibly even some of the deaths. The new construction had been allowed to proceed without adequate drainage or floodwater controls. Thus, rather than giving primary focus to the *nine dead* and the *nation-wide halt to rail traffic*, the report might just as easily have begun with: *Rapid and unregulated land development in the Athens region is believed responsible for large scale flooding and millions of dollars of damage following torrential rains in the area.* Such an opening would have construed the greatest threat to the social order in this case as having a human rather than a natural origin and thereby would have construed the events according to a different ideological perspective.

At first glance, the following report of a proposed increase in water rates in New South Wales in 1993 seems as neutral as is possible for a news story.

Households in NSW will pay more for water under plans announced by the Water Board. The Board has proposed a flat rate of 65-cents-a-kilolitre for all water.

Under the proposal the average household would pay an extra 39 cents a week – about 20 dollars a year.

The board has also proposed the abolition of the 80-dollar a year environment levy as well as cuts in charges to business and safety measures for pensioners and low income families. (SBS Central Newsroom)

But the action of a set of ideologically informed value judgements is revealed by a closer examination of the text’s structure and in particular of the way the lead gives priority to certain information. We can provide a rather different ideological spin on the events described if, for example, a new point of impact for the lead is developed by taking information from what was the final sentence and by adopting a more active grammatical structure. Thus we would begin:

The Water Board wants to increase the amount ordinary households pay for water while cutting water rate charges to business.

Proposals currently before the government would see the average household pay $20 more a year [etc.].
An even more marked shift can be achieved by a reworking which sees the abolishing of the environmental levy (a charge to fund an urgently required upgrading of the New South Wales water system) as representing a significant threat to the social and moral order and hence worthy of being made part of the lead’s point of maximum impact.

The Water Board wants to scrap the environmental levy, a charge introduced to help the government tackle the continued degradation of the State’s waterways, while at the same time lowering the cost of water to big business [etc.].

Clearly ideological perspective is reflected in these alternative judgements about which aspects of the event represent the greatest disruption of the status quo. The original version construes the proposed changes as representing just a minor inconvenience – as a largely uncontroversial, routine part of the bureaucratic process and hence as providing only a minor disruption of the status quo. In contrast, both alternative versions suggest that the proposed increase is not entirely routine, not so obviously a normal part of the administrative process and hence construe it as representing more of a threat to the status quo. They both indicate that the changes may represent at least a minor threat to the moral order in that they raise questions of fairness and/or the government’s concern for the environment.

A similar process was at work in the selection of the point of impact for the issues report about Bosnia discussed above. Clearly a complex system of values underlay the reporter’s decision to ignore the angle provided by World Vision – a claim about the inspiring resolve of the people of Bosnia and the role of World Vision in supporting them – and to choose, instead, an angle which turned on the shift in power relations represented by NATO’s violent intervention in the war.

From this perspective, then, we see that the generic structure of the hard news requires that the reporter construes events and statements in terms of the purported risk they pose for the social order and that this construal is an act of ideologically and culturally determined interpretation. In this sense, then, both event stories and issues reports are conditioned by the narrative impulse in that they inflect events and statements with a highly significant social value. They act to categorize events and issues as more or less disruptive, transformative, transgressive or destructive of the social order.

But there is more to the hard news story than this narrative of social-order disruption. The structure of news reports of this type provides a powerful rhetorical device for representing these ideologically determined choices about status-quo disruption as natural, necessary and value-free. The structure operates on multiple levels to achieve this outcome.

The organization of the Headline/lead provides the textual platform for some incident or statement – the one being construed as maximally disruptive of the status quo – to be plucked from its context in a temporal
or verbal sequence. This act of extraction of itself constructs the incident or statement as notable, as possessed of informational features which warrant its removal from its original context. But the incident or claim is not just extracted. It is also presented at the very beginning of the story, as the story's inception point. In this way the element chosen for this lead is cast into sharp textual relief. It is represented as not just informationally noteworthy but as so noteworthy that it requires that the introductory, orienting steps normally associated with so many other text types be abandoned. Thus the lead's abruptness, its offering of only the most limited and reduced textual gearing up or preamble, turns out to be highly functional.

As discussed above, not all Headline/leads contain the intensifying elements discussed previously. These do, however, occur with high frequency and when present obviously serve to reinforce the sense that there is something innately remarkable about the events or statements therein described. The evaluative intensification characterizes the element selected for the lead as innately dramatic, heightened and full of impact and thus supports the journalist's act of extracting this element from its temporal or verbal context and giving it such textual prominence and informational priority.

Thus, individually and together, these features represent the incident or statement selected for the reader's attention as inherently newsworthy, as having compelled itself upon the reporter as obvious subject matter for a report and an unavoidably appropriate starting point. The features conspire to naturalize, to represent as necessary and as based in some external reality, the thoroughly ideological selection process by which that crisis point of social-order disruption was selected in the first place.

The orbital structure of the body of the hard news story supports this representation of the reporter's selections as objective and inevitable. The orientation set up by the pulse-like return to the Headline/lead's crisis point serves to keep that point in focus, to construct the crisis point as pivotal and a natural point of informational prominence. Similarly, the way the satellites of the unfolding text reach back to interact lexically and logically with the lead serves to construct the lead as constantly in focus, as textually and informationally pre-eminent. Thus the text throughout its length remains about the lead, as each satellite, regardless of distance, elaborates, contextualizes, explains, justifies or appraises some element of that opening burst of informational and interpersonal impact. The structure of the body acts to represent that initial judgement about a threat to the social order as commonsensical, consensual and unavoidable.

There is one claim sometimes made about the structure of the hard news report which needs to be addressed briefly at this point, namely that it can be explained by reference to the news story's suitability for skim reading. While the concentration of information in the Headline/lead nucleus does make such an abbreviated reading possible,
to explain the structure entirely in these terms is to underestimate the rhetorical potential of these texts. As demonstrated above, there is nothing neutral or necessary about the choices which underline the angle presented in the Headline/lead. In fact, the Headline/lead does not so much summarize the action or set of statements at issue as provide a particular interpretation of their significance for the social order. Similarly, the function of the Headline/lead's supporting satellites cannot be satisfactorily explained in terms of brevity or communicative efficiency. As demonstrated above, the need for each satellite to establish a direct link back to the Headline/lead nucleus means there is significant redundancy or repetition in the body of the news story as the original point of impact is elaborated or restated by individual satellites. A structure for news reporting better suited simply for skim reading might be devised in which a brief, but more thorough synopsis is provided upfront for readers who want only the essentials, with an extended recount coming afterwards for those who want all the details without the repetition typical of the nucleus/satellite mode of development.  

Conclusion

In both the event story and issues report, therefore, the action of the narrative impulse can be observed in the way the reporting of events or statements is organized so as to construct a model of the social order. Both types construct that model by identifying the points at which society is at risk, by constructing a narrative in which the world is construed primarily as a site for disequilibrium, disorder, damage and transgression.

The model at issue here is not, of course, an explicit, consistent and monolithic social construct. The term model is, in fact, a metaphor for the assemblage of beliefs, assumptions, value judgements, social objectives and desires which mass-media power-brokers - and presumably some proportion of their audience - hold more or less in common. And the model is always subject to change as the various groups which exercise power in society contest and negotiate the parameters of what constitutes social normality and acceptability.

Most tellingly this modelling of a social order is carried out by means of a text type which is organized so as to naturalize and to portray as commonsensical the ideology which informs it. The naturalization is achieved through the simultaneous operation of a distinctive pattern of textual development and a distinctive tone or mode of authorial address - by the interaction between the news story's lead-dominated, orbitally organized generic structure and an impersonalized authorial voice in which a wide range of interpersonal meanings are severely circumscribed. In this way, the subjective presence of the journalist-author in the text is obscured, thereby representing the text as neutral and anonymous and thus as directly and mechanically determined by the events it portrays.

It is in this context that we can understand the claims of objectivity,
impartiality and neutrality so often made by the media about hard news reporting texts. The claims do have a genuine basis in the lexicogrammar and the textual organization of the news story. The canonical hard news circumscribes a key set of interpersonal values. When compared, therefore, with journalistic commentary and many other types of texts, it appears to put significantly fewer interpersonal values at risk and hence is not felt to position the reader emotionally or attitudinally. The lead-dominated orbital structure has similar consequences, enabling an ideologically informed process of interpretation to be portrayed as a commonsensical presentation of the facts.

In the final analysis, of course, the claims cannot be sustained. To accept them is to take the rhetoric at face value, to fail to deconstruct that rhetoric in order to discover the social and ideological purposes by which it is motivated. It is to ignore the fact that the news story’s circumscription of interpersonal values is a rhetorical stratagem, a ploy by which the role of the author’s social subjecthood in the text’s construction can be hidden but never, of course, actually reduced or eliminated. It is to overlook the fact that a complex, highly wrought textual structure is required to portray tendentious, value-laden judgements about maximal social-order disruption as the facts of the matter. And coming from journalists themselves, the claim of objectivity is, in fact, a polemical one, a crucial part of the media’s perpetual campaign to acquire for its texts positions of high social standing and epistemological supremacy. Event stories and issues reports are indubitably informed by the narrative impulse and, as such, must be seen as complex rhetorical devices which, rather than mirroring social realities, construct them.

Notes

1 It is noteworthy that many journalistic training texts fail to note the difference between the two types, perhaps a reflection of their commonality of textual structure, although Harold Evans in his highly influential (but unfortunately titled) training journalistic training text, Newsman’s English, does make the distinction, applying the label statement/opinion story to the communicatively based report.

2 Numerous attempts have been made in media studies to provide a systematic account of the informational themes involved in the media’s assessments of newsworthiness. Perhaps the most influential of these is by Galtung and Ruge (1965).


4 Australia’s Special Broadcasting Service (SBS) is a government-funded, independent broadcaster with a commitment to reflecting Australia’s multicultural diversity. Its radio arm, which broadcasts nationally, provides locally produced news, current affairs, community affairs and cultural programming in 68 languages and employs some 250 journalists.
5 The British tabloids are an egregious exception to this rule.
6 For various analyses of the interpersonal semantics at issue here see, for example, Biber and Finegan (1988, 1989), Labov (1972, 1982, 1984) and Martin (in press).
7 See Carter (1987) for an analysis of these meanings by reference to a notion of core vocabulary.
8 The term 'lead' is used by Australian and, I believe, North American journalists while, if Newsman's English is a reliable guide, UK journalists use 'intro' to refer to this opening sentence.
9 This style of headline is typical in British and Australian newspapers while more extended headlines which go beyond the content of the lead are found within the North American journalistic tradition.
10 The example is taken from a broadcast rather than a print media organization but the principles illustrated here apply across the media.
11 Although not based on the mode of analysis developed by van Dijk in his extended analysis of news reporting texts in News as Discourse (1988), this approach would appear to be entirely compatible with his and seems to lead to similar conclusions about the structure of this type of text.
12 Thompson and Mann (1987) argue for a textual relation of justification in their theory of Rhetorical Structure, though it is not identical with that proposed here. The approach to analysing textual organization set out in this chapter is strongly influenced by that of Rhetorical Structure Theory.
13 Within the field known as narratology and elsewhere in this book, the term narrative is used in a more specific sense as a label for a particular subtype of story-telling text, the one frequently associated with fairy stories and other fictional texts, and consisting typically of the stages of Orientation, Complication, Evaluation, Resolution and Coda. Hard news reports are clearly not narratives in this sense.
14 In the past, many English-language newspapers adopted an approach in which up to five or even six headlines and subheadlines provided a much more extended, less interpretive synopsis than is provided by the Headline/lead of modern British and Australian newspapers. It could be argued that this older, now largely abandoned approach provides more effectively for skim reading than that adopted today since the reader is provided more quickly with a clear synopsis of the socially disruptive action.

References
Biber, D. and Finegan, E. (1989) 'Styles of stance in English: lexical and grammat-
ical marking of evidentiality and affect', *Text* 9(1) (Special Issues on the Pragmatics of Effect), 93–124.


Bremond, C. (1964) 'Le message narratif', *Communications* 4, 3–32.

Bremond, C. (1966)'La logique des possible narratifs'. *Communications* 8, 60–76.


INDEX

Dardenne, R. 124, 125
decision-making 61-3
de-emphasizing see backgrounding
democratization 79-80
Derewianka, B. 182
Derrida, J. 1

directives 73-91
and analytical exposition 93-5
‘bald’ 75, 76, 82
and explanations 92-5
and hortatory exposition 93-5
iterative 89-91
legitimizing/enabling elements of 74, 76-7, 80, 82, 83, 84, 85-6, 88, 89, 95
metaphorizing of 78, 79
and nucleus-satellite relations 80-8
personalized/depersonalized/interpersonalized 74-75
proactive 88-91
reactive 89-91
realization of 74-6, 85, 86-7, 90, 91, 95
and reports 92-5
and ‘shouldness’ 73, 74, 88-91
and status 74, 78-80, 88

Disadvantaged Schools Program 153, 161, ch. 7
discourse
dynamics of 20, 21
instructional 136, 137, 141, 143, 145, 146, 148-9, 150, 152, 156, 158
pedagogic 1, 3, 43-4, 46, 70, ch. 5, ch. 6
recontextualization of 42-6, 70, 71, 73, 163-9, 196
regulative 70, 136, 137, 139, 141, 142, 146-7, 148-9, 150, 151-2, 153, 154, 155, 158
scientific ch. 2, ch. 6
technical ch. 2
Dixon, C. 147
Dixon, J. 256
domains of meaning see appraisal
economic production 44-6
Eggin's, S. 3, 6, 48, 55-6
elaborations 181-2
English, types of scientific 41, 42, 46
technological 41-2, 46
Ericson, R. 130

evaluation language/resources see appraisal
Evans, H. (Neuman's English) 130, 131
evidentiality 50, 70
experientialization 91-5
explanation genres
causal 166, 168, 170, 171, 172, 175, 176, 177, 179-80, 190
conditional 65, 67

consequential 168, 171, 172, 176, 202, 216-22
exploration 168, 171, 172
factorial 168, 171, 172, 177, 180-1, 190, 202
sequential 168, 170, 171, 172, 175, 177-9, 190

technological 46-55, 56, 57, 58, 61, 66
theoretical 168, 170, 171, 172, 177, 181-2, 190

explanation sequence, in sequential explanations 177-80
expression plane 5, 6, 7
Fairclough, N. 75, 95, 98
Feez, S. 24, 80, 107, 136, 192, 205
feminist perspectives 169, 245

field construction 56, 57-8
Finegan, E. 131

foregrounding 49, 80, 84-5, 95, 107, 113, 141, 142, 143, 146, 147, 148, 150, 154, 155, 156, 158, 198, 210, 218, 222, 231, 239, 241
formal institutions, organizing human activity in ch. 3
Foucault, M. 11, 182, 201, 212
Fowler, R. 96
Friedman, B. 55-6
functional diversification 4-5, 6

Galtung, J. 130
genesis 7-10
genres 1, 6, 7, 8, 10
of administration 2, ch. 3
and agnation 13-16, 93, 94, 95, 170, 202
analysis of 12-18, 104-24
anecdote 139, 140, 144-6
argumentative 153, 222-7
challenge 202, 222-7, 228
chronicle 125, 202-15, 222, 228
of classroom talk 1, ch. 5

critical theoretical parameters/perspectives on 2, ch. 1
curriculum 135-47
discussion 153, 154, 155, 156-7, 168, 171, 172, 174, 175, 202
of early childhood 137-47
explanation 177-82, 221-2, 223, 228
exposition 168, 171, 172, 174, 175, 194-5
of history 201-27
‘morning news’ 138-47
of narratives 2, 33, ch. 4
news reporting ch. 4
oral 2, ch. 5
phasing 17
procedural 12-13, 14, 58, 61-2, 70, 165, 167-8, 170, 171, 172, 174, 175, 190
relations among 13
report 33, 166, 168
rhetorical objectives of news stories 114,
124-9
of schooling 2, chs 5-8
of science and technology 2, ch. 2
scientific discussion 168, 171, 172, 174.
175
scientific explanation 46, 55-61, 70, 71.
168, 170, 174, 175
scientific exposition 168, 171, 172, 174.
175
scientific procedure 46, 58, 70, 170,
174, 175
staging of 16, 82, 92, 136, 158, 211,
236-44
story 231-6
structure (particulate, prosodic, periodic)
13, 16-18
topology 13-16, 30
written, in history ch. 7
written, in science ch. 2, ch. 6
written, of work situations/community
1, 2, ch. 2, ch. 3, ch. 4
graphology 5, 6, 7
Gray, B. 170, 171
Gray, P. 170, 171
Green, J. 137, 147
Greimas, A. 124
Halliday, M. A. K. 1, 3, 4, 5, 7, 8, 9, 10, 11,
14, 16, 17, 19, 29-9, 30, 31, 33, 34, 50,
60-1, 75, 80, 82, 86, 88, 89, 91, 96-7,
106, 136-7, 141, 148, 161, 162, 182,
183, 184, 187, 188, 189, 209
Hammond, J. 184
‘hard news’ see news story
Harding, J. 169
Harvey, D. 40, 75
Hasan, R. 3, 4, 5, 9, 13, 34, 60, 73, 93, 97,
161, 187
Heading, K. E. G. 65, 181-2
Heffernan, D. A. 178-9, 180-1
hierarchical control/distance 73, 74, 76
historical account 210-15
historical recounts
background stage in 204, 207, 211, 214
deduction stage in 204-5, 207, 211,
213-14, 215
record of events stage in 204, 207, 208,
210
structuring of 203-4
history
and abstraction 203, 209-15
and agentive roles 209, 211, 212-13
and appraisal 202-15
and apprenticing of students 201-2
arguing genre of 222-7
as argument 196, 197, 198-9, 201, 202,
216
challenge genre of 222-7, 228
and chronic genres of 202-15, 222,
228
and consequential explanations 216-22
and construction of pedagogic subject
196, 197, 198, 199-201
and construction of the writer 198, 199
and external time 200, 201-2, 209
genres of 201-27
hyper/macro-new in 225-6, 227
modes of representation 197-201
in secondary schools ch. 7
and significance, construction of 204-8,
220
as social process 197-8
as story/narrative 196, 197, 198,
199-201, 215, 216
and text time 200, 201-2, 209-10, 211,
216, 222, 225
and truth 201-28
and value 218-21
Hjelmslev, L. 5, 6
Hodge, B. 96
 Hunston, S. 163
Hunter, I. 96, 134-5
Husson, D. 106-7
hyper/macro-new 51, 52, 53, 55, 66, 87,
225-6, 227
hyper/macro-theme 50, 52, 53, 55, 57,
64, 66, 87, 216-20, 226
hyponymy 10, 66, 67
ideology 7, 9-10, 101, 102, 126, 127, 129,
130, 197, 198, 199, 200-1, 208,
209-10, 212, 215, 222, 232, 240, 261
Ledema, R. 2, 3, 12, 24, 86, 87, 94, 96, 97,
107, 136, 192, 205, 212
implication sequences 48, 51, 52-5, 60,
70
implicational explanation 58
industry, levels of 44-6
input stage, in consequential explanations
216, 221
instantiation 7-8, 27
institutional contexts; for scientific language
163-9
institutional positionings 73, 74, 91-5
intensification 109-10, 128, 214, 239
interdependency 58, 60
interpersonal meanings 58, 108, 110-11,
205, 208, 231
interpersonal positioning 84, 95
interpersonal prosody 83-8
interpersonalization 91-5
INDEX

Jameson, F. 197
Jenkins, K. 198, 227
Jones, G. 96
Kabanoff, B. 80
Kalantzis, M. 3, 161
Kantor-Smith, R. 137
Kelly, A. 169
Korner, H. 11, 40, 45, 46, 164–5, 169
Kress, G. 12, 74, 96, 192, 198, 201
Labov, W. 131, 236
Lacan, J. 11
language change (semogenesis, semohistory) 7–10, 11
Latour, B. 161, 163
Learmonth, M. S. 178–9, 180–1
Lemke, J. L. 4, 12, 14, 15, 74, 137, 192
Levinson, S. 75, 78, 80, 97, 98
lexical cohesion 64, 66–7, 68
lexical density 183–4
lexicogrammar 5, 6, 7, 21, 26
literacy pedagogy 31–3
logogenesis 8, 9, 10, 11, 29, 148, 182, 189
location
  circumstances of 49, 52, 53, 56–7, 58
  in scientific discourse 173–7
  in story/narrative 238, 239, 254, 255
Lynch, M. 161
Lyotard, J. 197, 199
Mclnnes, D. 11, 40, 45, 46, 164–5, 169
Macken, M. 170, 171, 231, 243, 260
macrogenre 16, 135, 136, 147–57
Malin, M. 60
Mallick, D. 256
Mann, S. 97, 131
Martin, J. 170, 171
Maritin, J. R. 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 16–17, 18, 20, 23, 28, 29, 31, 34, 48, 50, 55–6, 58, 60–1, 80, 82, 87, 88, 90, 92, 94, 96, 97, 114, 131, 148, 161, 162, 170, 174, 176, 184, 185, 186, 187, 192, 202, 205, 218, 226, 231, 244
Mathiessen, C. M. I. M. 3, 5, 7, 8, 14, 16, 17, 34, 97, 161, 202
Mears, R. J. 163–4
Mehan, H. 137
Messel, H. 68–9, 166, 179–80
metafunctions (ideational, interpersonal, textual) 4–5, 6, 8, 11, 17, 25, 28, 58, 60, 61, 80–1, 82–3, 88, 141–2, 150, 153–4, 201, 205, 208
'metaphenomenon’ 106, 112
metaphor (grammatical, contextual, ideational, subjective modality) 12, 15, 19, 26–34, 50–2, 70, 136, 184–5, 209, 210, 212, 213, 217, 221, 226, 228
metaredundancy 4, 5, 6, 7, 8
Mink, L. O. 200, 205
Mitchell, S. 198, 228
modality 58, 60, 78, 84, 92, 93, 94, 151, 153, 225–6
moral/social order, disruption of ch. 4
'morning news'
  finis 139, 141, 146, 148
  genre 138–47
  giving 139, 143–6, 148
  greeting 139, 140, 142–3, 148
  instructional field choices in 143–4, 147, 149, 152, 156, 157
  and lesson closure 139, 141, 146, 148
  and lesson initiation 139, 141, 148
  nomination 139, 140, 141, 146, 148
Mumby, D. 124
Myers, S. 161, 163
narrative see under genres; history; news story; story
Nesbitt, C. 8, 34
new information/structure 48–52, 56–7, 61, 62, 63, 66, 67, 69
news story
  aberrant damage in 104–5
  adversative rearrangement in 105
  body of 115–21
  communicative function of 124–9
  generic structure of 110–21, 136
  genre analysis of 104–24
  ideational grounding of 102–4
  ideational orientation of 104–6
  interpersonal orientation in 106–21
  lead-domination of 104–24
  narrative impulse of 124–9, 130
  newsworthiness and subject matter of 104–6
  normative breach in 105–6
  point of impact in 121–4
  power relations in 105
  'radical editability’ 116–21
  repetition in 121–4
  reporting of ch. 4
  rhetorical outcomes of 124–9, 130
  satellite structure of (elaboration, cause-and-effect, justification, contextualization, appraisal) 101, 115–21, 128, 129
  and social order 104–6, 112, 115, 121, 124, 125–9, 130
  textual nucleus 111–14
  textual organization 61, 110–21, 130, 182–9, 201–27
  voice/language of 106–10, 129–30
nominalization 51–2, 66, 67–8, 82, 95, 184–5, 186, 209, 210, 212, 218
obligation 60, 70, 74, 86, 91
O'Connor, K. 205
ontogeny 8-9, 10, 11, 29, 182, 189
oral story genre see genres: anecdote
orbital structures see relations: nucleus-satellite
O'Toole, M. 12
Painter, C. 9, 30, 60, 182, 186, 188
Passeron, J. C. 71
Payne, D. 163-4
phenomenon identification stage, in sequential explanations 177, 178, 179, 180
Phonology 5, 6, 7, 21
phylogenesis 9, 10, 11, 29, 189
Plum, G. 8, 139, 144, 231, 232, 233, 234-6, 237, 243
Poole, S. 163-4
position challenged, in challenge genre 223
poststructuralist perspectives 169, 182, 197-8, 199-212
power 21, 75, 74-5, 76-7, 79, 104, 105, 106, 201, 226, 227-8
Poynton, C. 12
privileging of perspectives 71, 161, 174, 176-7, 182, 189-91, 196, 198, 199, 201, 222
probabilistic systems 7-8
procedural recounts 168, 170-1, 172, 174, 175, 190, 194-5
production systems 46-8, 52-5
projection 11, 136-7, 208
Propp, V. 124
Provis, D. F. 65, 181-2
'relative editability' 116-21
Ramsey, A. 108
realization (particulate, prosodic, periodic, etc.) 4, 8, 27, 74-6, 82-3, 85, 86-8, 90, 91, 95, 136, 138, 141, 142, 146, 147, 148, 150, 151-2, 173, 197, 201, 205, 207, 209
rebuttal arguments, in challenge genre 223-4, 225-6
recursion 139, 146, 150
Reekie, L. 163-4
register (field, tenor and mode) 1, 4-5, 6, 7, 8, 10-12, 33, 67-8, 102, 108-9, 136, 137, 161, 170, 188, 209
reinforcement of consequences stage, in consequential explanations 216, 217
relations causal/sequential 15-16, 53, 58-61, 69, 70, 71, 95, 211, 215
complex conditional 65, 66, 67
conjunctive 240, 250
dependency 47-8, 61
institutional role 52, 58-61, 70
logical 53, 58, 61, 62-7, 185-6
nucleus-satellite 80-9, 101, 115-21, 128, 129
tenor 55, 56
reports in administration 92-5
descriptive 166, 168, 171, 172
experimental 163-4
issues 102-4, 109-10, 111, 112-14, 115, 116-17, 119-21, 122-3, 125, 127, 129, 130
and rhetoric 163-4
scientific 46, 70, 71, 170, 174, 175
taxonomic 168, 171, 172
rhem 51, 212
Ricoeur, P. 205
Robert, O. 106-7
Rose, D. 2, 3, 11, 13, 49, 45, 46, 164-5, 169
Rothery, J. 1, 3, 13, 17, 170, 171, 243, 244, 259
Ruge, M. 130
Russell, W. (Educating Rita) 18-20, 25-6, 28
Sale, C. 55-6
schools, primary 1, 3
curriculum genre of 135, 138-47
curriculum macrogenre of 135, 136, 147-57
science in 173
schools, secondary 1, 3
history in ch. 7
literacy levels in 15, 18, 29-30
scientific discourse in ch. 2, ch. 6
written genres in chs 6-8
science applying 164-5
challenging 164, 165, 167, 168
doing 164, 165, 166-8, 171
education ch. 2, ch. 6
and explaining events 167, 168
and organizing scientific information 167, 168
as pedagogy 42-4
Scott, T. D. 65, 181-2
semiotics 6, 7, 8-9, 10, 12, 30
seriality 82, 83, 88
Shea, N. 170
'shouldness' 73, 74, 88-91
'show and tell' see 'morning news'
Smith, J. E. 65, 181-2
Smith, R. T. 65, 181-2
social class 40, 60, 70-1, 143, 228, 262
social subjects, construction of 23, 24, 73-4, 135, 137, 138, 139, 143, 144
146, 147, 154, 157, 158, 161–2, 169, 177, 188–9, 190, 196, 197, 198, 199–201, 205, 213–15, 226
solidarity 75, 88, 239
construal of 91–5
discourse dynamics of 20, 21
Special Broadcasting Service (SBS) 107–8, 113–14, 130
speech acts 27, 28, 32–3
Springsteen, B. (‘Born in the USA’) 17–18
staging 16, 41–50, 82, 92, 136, 158, 211, 218, 236–44
Stenglin, M. 3, 17
story
abstract 234, 236–7, 244
actor 238, 239, 240, 241, 254, 255
coda 234, 235, 237, 244
cohesive ties in 241–2
comment 236, 240, 241–2
consequence 233–4, 236, 239–40, 241, 244, 246, 247–8, 249–50, 251, 252, 253, 254, 258–9, 259–60
conjunctive relations in 240, 250
cultural values 256–62
disruption in 239, 244–56
evaluation in 239–40, 247–8, 249–50, 251, 253, 256, 258–9, 259–60, 261
event description 235–6, 240, 241, 242, 244
exemplum 232, 234–5, 236, 238, 242–3, 244
extent 239
foreshadowing in 246, 251
genre 231–6, 244
goal 238, 240, 241, 254, 255
incident 235, 243, 244
interpretation 235, 243, 244
location 238, 239, 254, 255
means 241
narrative 232, 233–4, 236, 238, 239, 243–4, 244–62
observation 232, 235–6, 239, 240, 242, 244
orientation 233, 234–5, 236, 237, 244, 245–6, 249, 251, 257–8, 259, 260, 261
process 238, 239, 240, 241, 242, 243, 250, 254, 255
record of events 233, 238–44
recount 232–3, 238–9, 240, 244
reference structures in 242–3
reorientation 233, 237, 244
repetition in 239
resolution 234, 239–40, 241, 244, 247, 248, 249, 253, 254, 255, 259
synopsis 237, 244
transitivity patterns in 238–9, 240, 241, 243, 254, 255

stratification 5–6, 7, 20, 21, 33–4
see also metaphor
Streuer, N. S. 212
subjectivity 7–10
‘syndrome’ of features 188–9, 190
Tannen, D. 75
taxonomic organization 10–11, 47, 48, 52–3, 56, 58, 70, 71
textual organization 48–52, 56–7, 61, 64, 66–7, 101, 110–21, 130, 182–9, 201–27
Thibault, P. 80, 82
thing types 30–1
Thompson, W. 97, 131
Threadgold, T. 7
Tiffen, R. 130
time depth/frame 8–9, 10, 11, 29
Todorov, T. 124
tokens of appraisal, in history genres 205–7, 213
tokens of judgement, in history genres 208, 213, 214
topological perspective 14–16, 26, 27, 73, 93, 94, 203, 212
transitivity
choices 155–6
patterns 238–9, 240, 241, 243, 254, 255
roles 53
typological analysis/description 13–14, 15, 73, 212, 231–6

Unsworth, L. 181

valour, paradigms to display 13
valuation ch. 7
van Dijk, T. 119, 131
van Leeuwen, T. 12, 192
Vee!, R. 3, 11, 12, 16, 161, 170, 171, 192, 231
Ventola, E. 3, 12
virtual entities see abstract entities; nominalization

Walczky, J. 236
Walshe, R. D. 256
White, H. 199, 200
White, P. 2, 3, 17, 24, 80, 107, 135, 192, 205
Whorf, B. L. 210
Wignell, P. 48, 55–6
Wilkinson, J. 195
Williams, G. 143
Wilson, G. 55–6
Windshuttle, E. 97
Windshuttle, K. 97
Wood, P. 166
Woolgar, S. 161

‘Write It Right’ project 1, 40, 41, 102, 228–9