



YEAR 12 UNIT 3 EAL/ENGLISH (EAL Students ONLY)

SAC 1: Analysing Argument and Persuasive Language

Start time: 1:50 pm

Finish time: 3:40 pm

Total time: 110 minutes (includes reading, planning and writing)

MATERIALS:

Task Paper.

Answer booklet.

Your dictionary. You are not permitted to borrow another student's dictionary.

INSTRUCTIONS

1. You have a total of 110 minutes to complete the task.
2. Complete both tasks in the answer booklet provided.
3. Organise your time to read, annotate, plan and write your analysis.
4. Allow yourself sufficient time to revise, edit and proof-read your work. Use the checklist on the back page to help you.
5. Finished writing must be written in ink, not pencil. Legible and neatly edited writing is expected.
6. In addition to the details you provide in the box below, make sure you write your name at the top of page 1 in your answer booklet.
7. Submit your finished analysis inside this task paper.
8. Note: The texts appear in order of publication and not importance!

REQUIREMENTS FOR UNDERTAKING THE SAC:

9. Students are warned against attempts to bring into the SAC slips of paper inserted into their dictionary, text, blazer, pencil case, etc.
10. Students are advised to avoid placing themselves in a situation where any doubt may arise as to the authenticity of their work.

Any student found cheating either during or after the SAC will forfeit his marks.

TASK REQUIREMENTS:

TASK A:

Write note-form summary answers to the questions on page 2.

TASK B:

Write an analysis and comparison of argument and language as described on page 2.

Student's Name:

EAL

Teacher's Name:

TASK A: Note-Form Summary and Short Answer Questions

1. Write a note-form summary answers to the questions below.
2. Your response must be in **note form**. Do not use complete sentences.

For students who may be unfamiliar with 'closing the gap', we offer this brief explanation:
For the past 12 years, on the day before the anniversary of the apology to the stolen generations, Federal Parliament has assessed how far this nation has come in improving the health, education and employment prospects of its Indigenous people.

Print Text 1: 'Education key to closing the gap', by Ken Wyatt (p.3)

1. List in point form – do not use complete sentences:
 - (a) the writer's contention
 - (b) the main arguments that support the contention
2. What reason does Wyatt give for adopting a new approach to Closing the Gap?
3. Identify three reasons that Wyatt gives that will help make the new approach successful.
4. What are the shared priorities Wyatt itemises?
5. What, according to Wyatt, leads to 'positive change'?
6. What are the main achievements that Wyatt considers are worth celebrating?
7. What reasons does Wyatt give for feeling optimistic about Closing the Gap?
8. Explain Wyatt's tone through the piece.
9. Identify three persuasive techniques and explain their purpose and how they position the reader.

Print Text 2: "To close the chasm leaving First Australians behind, hear our Voice", by Thomas Mayor (p.4)

1. List in point form – do not use complete sentences:
 - (a) the writer's contention
 - (b) the main arguments that support the contention
2. Why does Mayor feel very little has changed in the past 12 years?
3. What is Mayor's main criticism about Scott Morrison's speech to Parliament?
4. What are three reasons Mayor provides to further support his criticism of Morrison's speech?
5. What reasoning does Morgan provide when he states that indigenous people are not interested in constitutional recognition which is "as useless as Closing the gap"?
6. Explain what Mayor means when he asks: "A Voice to government? Where the hell did that come from?"
7. What argument does Mayor use to support this?
8. What challenges does Mayor pose to Scott Morrison?
9. Explain Wyatt's tone through the piece.
10. Identify three persuasive techniques and explain their purpose and how they position the reader.

Visual Text: 'Mind the Gap' (p.5)

1. List the main ideas of the visual.
2. Summarise the main point of the visual.
3. What similarities and/or differences are there compared with the print texts?

TASK B: Analysis and Comparison of Argument and Language

In a coherently constructed piece of prose, analyse and compare how the use of argument and persuasive language attempt to position readers in particular ways in the print and visual media texts that present a point of view on the issue debated in the media regarding closing the gap.

Approximate length: 700 – 800 words.

Education key to closing the gap

Ken Wyatt

A good education can lay solid foundation blocks for a successful life.

Through these foundations we have the ability to close the gap for indigenous Australians across a range of areas – getting it right at an early age can mean getting it right for life.

On Wednesday the Prime Minister will present the 2020 Closing the Gap Statement.

I am heartened by gains, including in early childhood and education and its long-term impact.

As a government, we do however, acknowledge that progress has been slow in other areas.

The past ten years have not delivered the results they should have – and there's no shying away from the responsibility we share to get the next ten right, and the ten after that.

This demonstrates the need to adopt a new approach to Closing the Gap.

So, how do we take our successes in the education field and replicate them across other markers and indicators?

It's not a simple answer but key to this is shared accountability and shared responsibility – between all governments and indigenous Australian communities and organisations.

We are committed working in partnership with indigenous Australians to optimise outcomes over the life course.

And we have issued a call to all governments to continue to work together on national priorities for collective action and supporting local communities to set their own priorities and tailor services to their unique context.

For the first time in the Closing the Gap process, indigenous expertise is at the centre of decision making – this represents an opportunity to set, implement and monitor closing the Gap along with indigenous Australians.

2020 marks the next stage in an unprecedented partnership between Aboriginal and Torres Strait Islander peak organisations, the Australian government, states and territories.

The Morrison government, through the leadership of the Prime Minister, is bringing together COAG and the Coalition of Peaks to deliver the new Closing the Gap National Agreement.

Our Closing the Gap Refresh will deliver shared responsibility and accountability.

Indigenous Australians at local, regional and national engagements are embedding knowledge and leadership, co-designing systems, policy and operational frameworks, and working with government to action change.

We are taking the time to ensure indigenous Australians and traditional owners are empowered and in a genuine position to make informed decisions.

In this new way of working, we share priorities – with indigenous Australians and with state and territory governments – in the fields of early childhood, education, employment and business opportunity, community safety, suicide prevention and health, as well as supporting local people to drive local solutions.

We must also continue to encourage conversations across the nation – so we become more comfortable with each other, our shared past, present and future. This has often led to local action to realise positive change.

This is why as the Minister for indigenous Australians, I have been tasked by the Prime Minister to develop a new whole of government indigenous early childhood strategy.

This will be a new way of working together to achieve our shared goal – working with experts, families, frontline service providers and communities.

Longer term we know that education has a direct impact on the ability for indigenous Australians to obtain employment.

The employment gap between indigenous and non-indigenous Australians narrows as education levels increase.

Since 2014 through the indigenous Advancement Strategy we have provided significant investments to indigenous youth and education initiatives throughout Australia.

Currently some 30,000 Aboriginal and Torres Strait Islander youth are being supported on their education journey through mentoring, scholarships and leadership programs like AIME, Yalari, Clontarf and the GO Foundation.

With this support, we will see this cohort of youth come through completing year 12 and progressing through further education, training and employment.

There was effectively no gap in the 2016 employment gap between indigenous and non-Indigenous Australians with a Bachelor degree or above (around 83 per cent employed for both). Completion of Year 12 also considerably boosts employment outcomes for younger indigenous Australians compared with early school leavers.

The employment rate in 2016 for young indigenous Australians aged 18-29 who had completed Year 12 was between 1.5 and 3 times the rate for those without Year 12 qualification, depending on gender and remoteness locations.

Young, employed indigenous Australians with Year 12 qualifications were more likely than early school leavers to be employed full time, and be in a skilled occupation.

In the last 10 years, the number of indigenous Australians accessing higher education as more than doubled and currently almost 20,000 indigenous Australians are attending university.

This is worth celebrating. Every improved outcome and achievement needs to be celebrated and used to build momentum for greater improvements.

Governments, indigenous Australians and communities have a shared commitment to closing the gap; change will happen and we must not be afraid to learn from each other.

Indigenous Australians are the key agents of change. Governments need to draw on their insights, knowledge and lived experiences to deliver on Closing the Gap, for current and future generations.

We owe it to future Australians, both indigenous and non-Indigenous to build a better future.

We owe it to all Australians that they feel as though they have a future ahead of them that will deliver worth and value for work.

We will continue to work every day, to get more children to school, to support pathways into long-term employment, to address and reduce suicides right across the nation and to empower and give a voice to those who need it most.

For the first time government is walking this journey hand-in-hand with indigenous Australians.

I am optimistic that we can Close the Gap, not overnight, but overtime, in partnership and through genuine engagement with all indigenous Australians.

Ken Wyatt is the Minister for indigenous Australians

To close the chasm leaving First Australians behind, hear our Voice Thomas Mayor

Woe and behold, imagine you are an Indigenous person observing the annual Closing the Gap speech. Before you is a rich, powerful man who does not fall under the constitution's race power as you do. Rather, he wields his power with the Parliament he stands in. He stands to speak, telling you how much he desires to do different next year — how he will listen. But you've heard it before. He has failed, and you fear he will fail again. Believe me, it doesn't feel good.

After all, the gap between Indigenous and non-Indigenous Australians is immense, and for 12 years of the same rhetoric, very little has changed. Again, there is as much regression as there is progress. The adult Indigenous population is barely 2 per cent of the total population, yet we are 27 per cent of the prison population. We are not an innately criminal people.

Our children still die at twice the rate of non-Indigenous children. This cannot be because we have no love for them. A quarter of our children's deaths are by suicide. They should be our hope for the future.

I didn't sense that Prime Minister Scott Morrison, as he delivered his speech on Wednesday, felt the torment of our powerlessness. Perhaps it's because this speech to the Parliament has become ritual. Perhaps it is as simple as the fact he is not Indigenous, and therefore it is not his family he is speaking of, not his kin or his community.

I felt a disconnect in the speech. Like the Closing the Gap report, it was full of glossed-over realities a world away from the real suffering that comes with those shameful statistics that define the relationship that Australia has with its First Peoples.

But hang on. Am I being too critical? Morrison said we must do better. He said he supports a Voice. He respects our "honest yearn for constitutional recognition". So if he is listening, has he really heard?

I am a signatory of the Uluru Statement from the Heart. I can tell you, he has only heard what he wants to hear.

As an elected representative from the Darwin regional constitutional dialogue in May 2017, I was a part of an unprecedented process in this country. More than 1300 Aboriginal and Torres Strait Islanders from all points of the southern sky poured our collective experiences and perspectives into a wonderful consensus at the most spiritual place on the continent — Uluru. We wrote the Uluru Statement from the Heart.

From the heart of the nation, we called for the establishment of a First Nations Voice enshrined in the constitution. Not a legislated Voice to the government and a separate referendum on symbolic constitutional recognition, as the Morrison administration proposes.

Let me say it again for my people. Indigenous people are disinterested in a symbolic form of constitutional recognition. This will be as useless as a Closing the Gap speech. We want and need the power to hold the operatives of Parliament accountable.

Indigenous people don't want an act of Parliament to merely legislate the Voice. From the Australian Aboriginal Progressive Association in the 1920s through to the First Peoples Congress more recently, the fate of Indigenous political organisations has always been the same. Hostile governments will destroy any Indigenous Voice that has ever spoken up with any power or authority. We want to go that vital step further — make it the rule that we are heard, not by the grace of indifferent politicians.

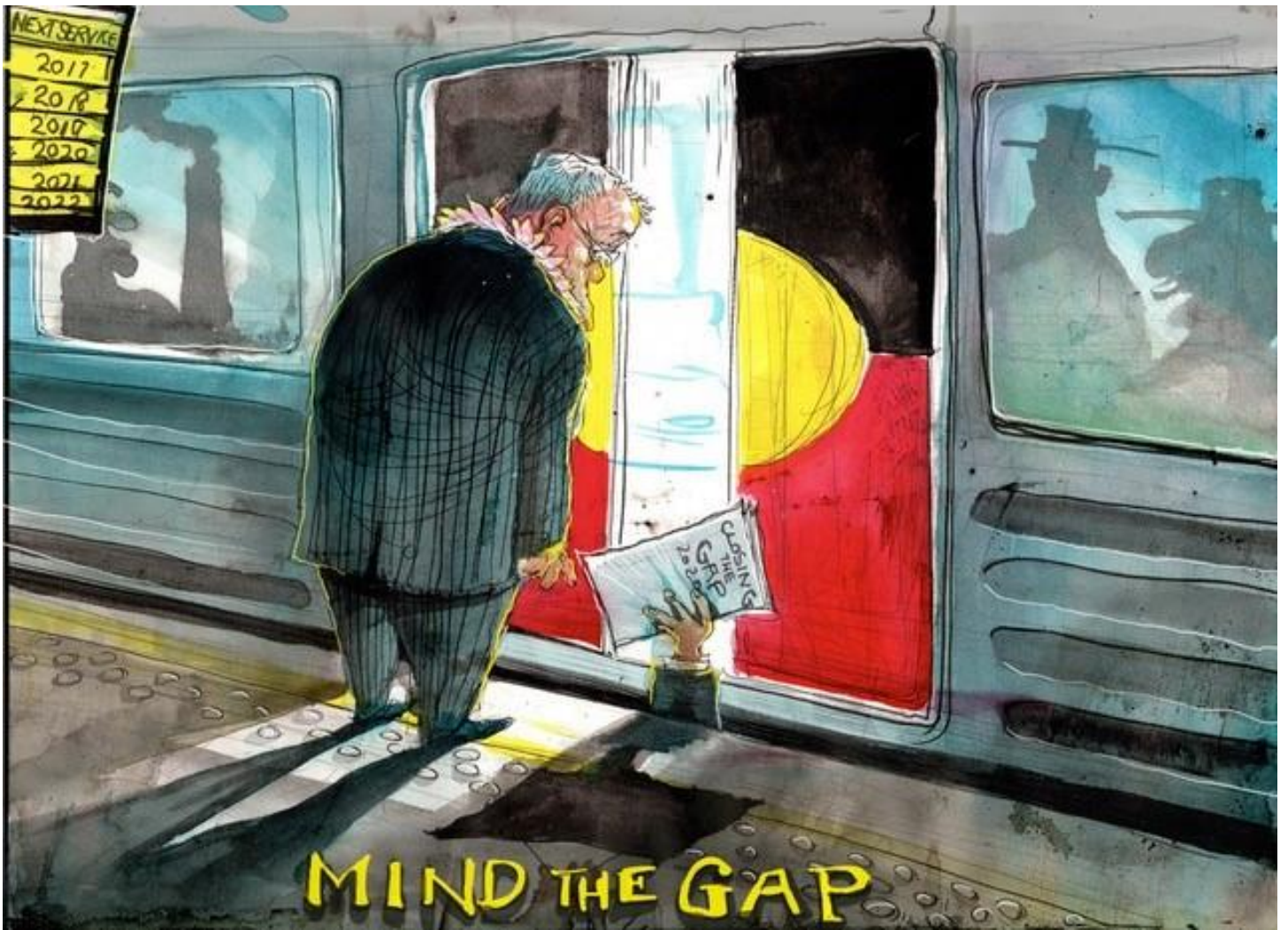
A Voice to government? Where the hell has this come from? We have already had many voices to government. With decorum we have met government people, always behind closed doors. Our many voices to many different governments and their ever-interchanging representatives have failed. A constitutional Voice to the Parliament is different. We want Indigenous perspectives in the centre of decision-making — no longer on the fringes.

In the same week that the Closing the Gap report has been tabled and the Prime Minister has said he is listening, the leaked terms of reference for the advisory group on the government's model for a Voice, appointed by the Minister for Indigenous Australians, Ken Wyatt, has exposed that — more than not wanting to listen — the government has gone further and muzzled the group. It has been restricted from supporting constitutional enshrinement of the model.

Actions speak louder than words in a Closing the Gap speech. Repression of Indigenous voices has led to the statistics in the report. If Scott Morrison is serious about closing the gap, he will lift those restrictions and listen. If the advisory group wants to be true to the people its decisions will affect, it will accurately report what we say.

It is time Morrison heard and felt what we called for at Uluru. Indigenous people want him to accept the invitation to walk with us, as so many Australians have already done without his leadership.

Thomas Mayor, a Torres Strait Islander, is signatory to the Uluru Statement from the Heart. He is the author of *Finding the Heart of the Nation – The Journey of the Uluru Statement towards Voice, Treaty and Truth*. He is also is the national Indigenous officer of the Maritime Union of Australia.



SAMPLE