

Sonja Goss

nelson  
**ESSENTIAL  
ENGLISH  
FOR QCE**

units

**1-4**





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Nelson Essential English for QCE Units 1-4

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# Introduction

*Nelson Essential English for QCE Units 1–4* has been developed specifically for the Essential English QCAA syllabus. Written by author Sonny Granger (nee Sonja Goss) and comprehensively reviewed by Kathleen Macdonald – both highly experienced English heads of department in Queensland schools – this book helps students develop the skills and knowledge they need to successfully navigate the Essential English course. Students will become functional, purposeful, creative and critical language users, developing skills that align with the course and that can be used in real-life contexts.

Through a range of teaching and learning experiences, students will have opportunities to develop skills to:

- communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations
- read for meaning and purpose
- produce texts for a variety of purposes and audiences
- think creatively
- explore their own world and the worlds of others
- be aware of how the language they engage with positions them and others
- develop empathy for others through a study of a range of texts from diverse cultures, including Australian texts by Indigenous writers
- enjoy contemporary literary and non-literary texts, including digital texts.

## Structure

Each unit includes two chapters with options for assessment tasks and evaluation for each chapter. Discussion questions, placed at the beginning of each chapter, help students orient themselves with the material.

## Chapter topics

Chapter 1, *Taking care of business*, and Chapter 2, *On the job*, are part of Unit 1: *Language that works*. Both chapters focus on work contexts. Chapter 1 is about finding work and chapter 2 about life at work. Assessment options include a resume, cover letter and a feature article.

Chapter 3, *Mick Fanning, Connie Johnson and me*, and Chapter 4, *Oceans apart*, are part of Unit 2: *Texts and human experiences*. Students will examine texts that explore human experiences, with chapter 3 including Australian stories and chapter 4 focusing on international narratives. Assessment options include a multimedia presentation and a vlog.

Chapter 5, *Stand up*, and Chapter 6, *You can't handle the truth*, are part of Unit 3: *Language that influences*. Students will create and shape perspectives on community, local and global issues in texts, responding to texts that seek to influence audiences. Assessment options include an advertising campaign and a mock exam.

Chapter 7, *Texts for the millennial*, and Chapter 8, *Popular culture from a sunburnt land*, are part of Unit 4: *Representations and popular culture texts*. Students will respond to popular culture texts. In chapter 7 they will focus on texts created for the digital age. In chapter 8 the focus will be on Australian texts. Assessment options include a multimodal presentation and a blog.

## Text features

Each chapter includes a range of responding and creating activities that fulfil the syllabus objectives and teach 21st century skills in an accessible and practical format.

- Questions are framed using the cognitive verbs as defined in the syllabus. The cognitive verbs are bolded and defined in the glossary at the front of the book.
- Individual and peer evaluation activities give students the chance to reflect on and improve their skills.
- Discussion questions encourage students to share and justify their opinions.



Photographs and accompanying captions provide visual references and help student understanding.



Glossary boxes define key content terms.



Wait a minute! boxes justify student activities and explain how they can be used in real-life contexts.



Annotated sample responses provide exemplars for student activities and assessments.

## Warnings

- Teachers are advised that some of the texts discussed in this book contain adult themes and strong language. The author has selected texts considered appropriate for students at a senior school level, but it is strongly recommended that teachers familiarise themselves with the texts to ensure suitability for their specific school context.
- Aboriginal and Torres Strait Islander readers are advised that this book contains images and names of people who have died. Seeing these images or names may cause sadness and distress to the relatives of those people. We advise reading with caution and apologise for any distress unintentionally caused by the inclusion of this material.
- Readers are advised that documents written in the past, which may be quoted within this book, might use words and descriptions referring to Aboriginal and Torres Strait Islander and Maori peoples that reflect some attitudes held at the time, but which are considered inappropriate or offensive today.

## NelsonNet

*Nelson Essential English for QCE Units 1–4* is a premium Cengage title and is fully supported by the NelsonNet platform.

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The NelsonNetBook is your digital textbook. Readable online and offline on desktops, laptops and tablets, it reproduces the student text in digital form. With annotations and reviewing tools, and the ability to add and customise your book, NelsonNetBook is accessible immediately via access codes. Please note that any notations made to the NelsonNetBook will expire two years after the access code is activated.

## NelsonNet resources

Access to NelsonNet also provides students with additional web-based materials, such as worksheets.

## Weblinks

Students and teachers can link directly to external websites referred to in *Nelson Essential English for QCE Units 1–4* via the free, unprotected weblinks site located at [http://nelsonessentialenglish\\_1-4\\_1e.nelsonnet.com.au](http://nelsonessentialenglish_1-4_1e.nelsonnet.com.au)

### **Disclaimer**

Please note that complimentary access to NelsonNet and the NelsonNetBook is only available to teachers who use the accompanying student textbook as a core educational resource in their classroom. Contact your Education Consultant for information about access codes and conditions.

# Glossary

**abseil** to descend a rock face or other near-vertical surface by using a doubled rope coiled round the body and fixed at a higher point

**accolade** an award granted as an acknowledgement of merit

**analyse** to examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences e.g. 'It was a great film because the main character was someone most people could aspire to be. He was brave and made the audience want to be brave as well.'

**appraise** evaluate the worth, significance or status of something; judge or consider a text or piece of work

**apprenticeship** working for another person/business in order to learn a trade

**assess** measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something

**Australian Standards** guidelines devised by Standards Australia, an independent, non-governmental, not-for-profit organisation, in order to ensure a minimum standard of safety and quality is agreed upon across industries in Australia

**biopic** a film about a real person

**by-line** a line in an article with the writer's name

**calculate** determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information

**cameo** brief appearance or voice part of a known person in a work of the performing arts, typically unnamed or appearing as themselves

**caption** title or brief explanation accompanying an illustration, cartoon, or photograph

**categorise** place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate

**clarify** make clear or intelligible; explain; make a statement or situation less confused and more comprehensible

**comment** express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation

**compare** display recognition of similarities and differences, and recognise the significance of these similarities and differences

**conduct** direct in action or course; manage; organise; carry out

**consider** think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on

**constable** the first qualified level in the Queensland Police Service

**construct** create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build

**context** the circumstances that form the setting for an event, statement, or idea, and in terms of which the event can be fully understood

**contrast** display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout

**continuity** the maintenance of continuous action and selfconsistent detail in the various scenes of a film or other text

**create** bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole

**crime scene** the place where a serious crime has been committed

**critique** review (e.g. a theory, practice, performance) in a detailed, analytical and critical way

**cultural context** consideration of the time and place the characters live in and how their culture can impact on their behaviour and lifestyle including: fashion, language choices, career choices, social interactions and general behaviour

**cyberbullying** to use electronic communication to bully

**decide** reach a resolution as a result of consideration; make a choice from a number of alternatives

**defamation** the action of damaging the good reputation of someone

**define** give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities

**demonstrate** prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition

**describe** give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something

**design** produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)

**determine** establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution

**develop** elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate

**devise** think out; plan; contrive; invent

**discuss** examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence

**document** support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)

**documentary** a factual report on a subject that uses pictures or interviews with people involved in real events

**employee** a person who works for a wage or salary

**employer** a person or company that employs workers

**emulate** to match or surpass (a person or achievement), typically by imitation

**evaluate** make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria

**explain** make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information

**express** convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict

**gone viral** become popular on the Internet very quickly

**headline** a heading at the top of an article or page in a newspaper or magazine

**hypothesise** formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds

**identify** distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature

**infer** to deduce or conclude (something) from evidence and reasoning rather than from explicit statements

**judge** form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination

**justify** give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable

**melodrama** overly sensational dramatic piece with exaggerated characters and exciting events intended to appeal to emotion

**mental health** a person's psychological and emotional wellbeing

**misogynistic** strongly prejudiced against women

**misquote** to quote (a person or a piece of written or spoken text) inaccurately

**misrepresent** to give a false or misleading account

**next of kin** closest living relative

**omission** someone or something that has been left out or excluded

**paraphrase** to express the meaning of something (written or spoken) using different words, especially to achieve greater clarity

**persevere** to continue in a situation even in the face of difficulty or with little or no indication of success

**pin board** a collection of pictures and ideas on a single topic. It can be virtual, on a computer screen with pictures taken from various websites, or it can be literal, a cork board with pictures pinned on it.

**premise** central idea driving the text

**procedural document** document that provides instruction on how to perform a task. This is used in the workplace to instruct an employee on how a business wants tasks performed, according to the company's policy.

**professional** conducting oneself in a suitable manner for work

**propose** put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action

**protagonist** the leading character or one of the major characters in a play, film, novel or other text

**qualification** a condition that must be fulfilled before a right can be acquired; an officially recognised attainment

**reconciliation** the restoration of friendly relations

**referee** a person who can talk about what kind of person you are or what you were like as a worker

**refugee** a person who has been forced to leave their country in order to escape war, persecution, or natural disaster

**reflect on** think about deeply and carefully

**remuneration** compensation or pay. It can include a base salary, or pay with bonuses, commissions, and other payments or benefits paid to an employee.

**research**

to investigate into or study sources and information to establish facts

**rite of passage** celebration or commemoration to mark a new stage of life, such as a wedding, christening, graduation or even funeral

**salary** a fixed regular payment that the employee receives on a regular basis. This might be monthly, fortnightly or weekly.

**segregation** the action or state of setting someone or something apart from others

**select** choose in preference to another or others; pick out

**self-employed** making an income from one's own work

**sketch** execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features

**suggest** to put forward for consideration

**summarise** give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence

**synthesise** to combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding

**topic sentence** a sentence at the beginning of a paragraph that lets the reader know what the paragraph will be about

**TAFE** an institution that provides a wide range of predominantly vocational tertiary education courses, mostly qualifying courses under the National Training System/Australian Qualifications Framework/Australian Quality Training Framework

**tragedy** an event causing great suffering, destruction, and distress, such as a serious accident, crime, or natural catastrophe

**traineeship** time spent learning a job (or vocation) under a supervisor

**transposition** the act of transfer to a different place or context

**trolling** to actively bully a person on the Internet

**university** a high-level educational institution in which students study for degrees and where academic research is done

**verb** a word used to describe an action, state, or occurrence; it forms the main part of the predicate of a sentence; e.g. cook, bend, cut

**vlog** a blog in which the postings are primarily in video form

Underlined glossary terms and their definitions are from *Essential English 2019 v1.1 Applied Senior Syllabus* © Queensland Curriculum and Assessment Authority (QCAA).



# U1

## LANGUAGE THAT WORKS

Chapter 1: Taking care of business

Chapter 2: On the job



### Learning goals:

In this unit, you will explore how meaning is communicated in contemporary texts developed and used for life in the workplace.

To do this you will:

- look at the different kinds of texts that are used in the workplace, including:
  - » texts that help you find a job
  - » texts that are used in the workplace
- explore how we can create and use workplace texts in a professional manner
- develop your skills in vocabulary, spelling, punctuation and grammar
- develop your skills in information and communication technologies (ICT).

### Assessment goals:

- A Create a cover letter and resume.
- B Use job interview skills to participate in a job interview.
- C Write a feature article for a website.
- D Evaluate your performance.

# Chapter 1

## Taking care of business

In less than two years' time you will leave school. Perhaps you will get an **apprenticeship** or a **traineeship**. You might go to **TAFE** or **university**. You might also go straight into the workforce, earning a full-time salary for the first time. It is an exciting prospect and there is much to think about and plan for.

### **apprenticeship**

working for another person/business in order to learn a trade

### **traineeship**

time spent learning a job (or vocation) under a supervisor

### **TAFE**

an institution that provides a wide range of predominantly vocational tertiary education courses, mostly qualifying courses under the National Training System/Australian Qualifications Framework/Australian Quality Training Framework

### **university**

a high-level educational institution in which students study for degrees and where academic research is done



Shutterstock.com/lakayuki

Where might someone who wants to be a personal trainer go to gain qualifications after finishing school?

## Responding

- 1 Job search websites such as [www.seek.com.au](http://www.seek.com.au) will often have a drop-down menu so that the jobseeker can choose a particular field. To the right is a list of employment fields that you might consider after high school. Choose three fields that might interest you from the list. **Explain** your choices.
- 2 Now rule out three fields. These are fields that you would definitely not consider. **Explain** your decision. What is it about these jobs that you don't like?
- 3 Look back at the three fields you *did* choose. **Identify** two actual jobs that come under this classification. For example, in the field of real estate, you could become an agent or personal assistant to a real estate agent.
- 4 You now have a list of six possible jobs. **Compare** these six jobs. **Evaluate** the pros and cons. Choose one job for the task below.

- Accounting
- Administration and officework
- Advertising, marketing, art and media
- Beauty
- Business
- Community services
- Construction and trades
- Customer service or sales
- Design and architecture
- Education or child care
- Engineering
- Farming or animal care
- Government and defence
- Health care
- Hospitality
- ICT
- Legal
- Mining
- Real estate
- Science and technology
- Self-employment
- Sport and fitness
- Transport
- Tourism

## Creating



Getty Images Plus/E+/M\_a\_y\_a

A hairdresser is responsible for performing a number of different jobs at the salon.

### qualification

a condition that must be fulfilled before a right can be acquired; an officially recognised attainment

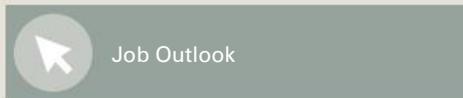
### salary

a fixed regular payment that the employee receives on a regular basis. This might be monthly, fortnightly or weekly.

### topic sentence

a sentence at the beginning of a paragraph that lets the reader know what the paragraph will be about

You now have a list of six possible jobs. Research (using the Internet, library books and career guides, or by speaking to friends and family) and write a brief profile about the job that interests you the most (from your above list). The profile might appear on a job website that defines different careers, such as the Australian Government's Job Outlook website.



Include the following:

- What kind of work do you do in this job?  
For example, a hairdresser cuts and colours

hair, and might do waxing or beauty work. It's usually the hairdresser's duty to also clean the salon and sell beauty products. Hair extensions, hair advice, styling and straightening are also part of the daily routines, as well as some light office administration such as tallying EFTPOS transactions at the end of the day or confirming appointments.

- What **qualification** do you need for this job? For example, in order to work in the field of hairdressing, you need to complete a hairdressing apprenticeship.
- What is the average pay for this field of work? For example, the average **salary** for a first-year hairdresser is around \$46000.
- What are the regular conditions? For example, a hairdresser may work normal business hours, but might also need to work late-night shopping nights or on the weekends. A hairdresser needs to stand for most of the day.
- How do you apply for this position? Make sure your profile is one paragraph. Use a **topic sentence**. Don't forget to use proper punctuation, such as commas or a semicolon. Read over your work once finished.



**EXAMPLE**

**Job profile: infantry soldier**

An infantry soldier works in the Australian Defence Force. As a member of an infantry combat team, a soldier is a specialist in patrolling, cordon and search, surveillance, and infantry tactics. Soldiers work closely with others, and depend on each other for success. Soldiers' work can be highly dangerous as the job demands that they enter combat zones. Benefits include travel, mateship and access to extensive sport and leisure facilities. Unlike most jobs, a job in the army will also provide accommodation and meals. The base salary is \$60 000, but with allowances for things such as the

uniform and the unique aspects of the job, this can increase to \$74 000 in the first year. Soldiers also have access to free health care.



Australian Defence Force cadets on parade

Shutterstock.com/A Sharma

**Wait a minute!**

**How do I use commas, semicolons and full stops?**

If you are unsure about how and when to use punctuation, there are many helpful guides available, such as *The Complete Guide to English Usage for Australian Students* by Margaret Ramsay, and *Get Ahead in Grammar* by Anne Quill and Anne Townsend.

# What is a workplace?



Getty Images/KHAP/GG

An ambulance officer airlifting a patient

The workplace is the location at which employees work for an employer. This can be an office, a workshop or even the middle of the ocean. The employer must make sure that the workplace is safe for the employees.

If ambulance officers need to work away from their normal place of work (which is quite often), they must do certain things in order to ensure they can work in a safe and meaningful manner. For example, ambulance officers who need to treat someone at a concert might wear reflective vests if they are near traffic. They will wear gloves so they are not contaminated. They might move patients to the actual ambulance for privacy.

9780170421782

## Responding

- 1 Identify if the following images are actual workplaces. If you decide that the following are workplaces, identify the occupation of the worker involved.



Fairfax Syndication/Kate Geraghty

i A lawyer walking out of court with a client



Getty Images/Jeff Greenberg/ UIG

ii Social netball player



Getty Images Plus/E+/Steve Debenport

iii Midwife



Getty Images Plus/E+/simonkr

iv TV presenter

- 2 **Identify** the workplace for the following occupations.

- Computer technician in the police force
- Park ranger
- Sound technician
- Deckhand for a fishing charter company
- Firefighter
- CrossFit trainer

- 3 Read through the following list of responsibilities concerning someone who works as camera operator for a TV channel. **Decide** if this responsibility is the job of the **employee** or the **employer**.

- To decide which camera operator should go to a specified job
- To do the accompanying computer log after each job is completed
- To arrive at work on time
- To ensure that all camera operators are kept up to date in the latest technology
- To provide the necessary tools
- To wear an orange safety vest while working in areas that contain large amounts of traffic
- To provide a first aid kit for all company vehicles

### employee

a person who works for a wage or salary

### employer

a person or company that employs workers

## Creating



iStock/Getty Images Plus/levkr

The workplace of a lifeguard

Imagine you are a lifeguard supervisor.

- 1 With a partner, **devise** a list of workplace safety guidelines for lifeguards who work in Townsville. Two guidelines are listed below to start you off.
- 2 Then, individually, compile these rules in a memo to be sent out to all the lifeguards and to be posted on a noticeboard seen by all employees.

### EXAMPLE

- i Only use equipment provided by the company.
- ii Always wear gloves when treating a patient.

## Writing a memo

**Step 1:** Create the heading 'Memorandum'. Put the word in bold as the first line.

**Step 3:** Add the CC line. This is anybody else receiving the memo who should know but is not receiving instruction. Usually this is the boss or another person in management.

**Step 7:** Write the body of the memo. You do not need to say hello but you might like to state the reason for the memo.

### **MEMORANDUM**

To: Lifeguards in the Townsville region

CC: Lifeguard weekend supervisor

From: Lifeguard weekday supervisor Jacob Crockett

30 January 2020

Re: Workplace health and safety reminders

After an incident on the weekend, lifeguards are reminded to follow correct work health and safety procedure. This includes ...

Please remember to follow these guidelines while working on Townsville beaches.

**Step 2:** Address the recipient (person/people receiving the memo).

**Step 4:** Indicate who the memo is from.

**Step 5:** Include the date.

**Step 6:** Include a subject.

**Step 8:** Close the memo with a summary.

# In the workplace

**Australian Standard 1319** outlines the requirements for safety signs in the workplace. Signs are intended to provide advice on behaviour in order to ensure safety of employees and visitors in the workplace.



**Australian Standards** guidelines devised by Standards Australia, an independent, non-governmental, not-for-profit organisation, in order to ensure a minimum standard of safety and quality is agreed upon across industries in Australia

Read through the following summary of Australian Standard 1319.

Safety signs are divided into the following groups.

- A Regulatory signs are signs that give an instruction about a worksite or workplace. They are subdivided as follows:
  - (i) Prohibition signs: signs that prohibit an activity
  - (ii) Mandatory signs: signs that indicate that an instruction must be performed
  - (iii) Limitation or restriction signs: signs that place a restriction
- B Hazard signs are signs that warn of hazards. They are subdivided as follows:
  - (i) Danger signs: signs warning of a particular hazard that could be life threatening
  - (ii) Warning signs: signs warning of a hazard or hazardous condition that is less likely to be life threatening
- C Emergency information signs are signs indicating the location of emergency-related facilities such as exits or first aid equipment.
- D Fire signs are signs advising the location of fire-fighting facilities and alarms.

Source: Standards Australia

## Responding

1 **Identify** which of the four types these signs belong to (regulatory, hazard, danger or emergency).

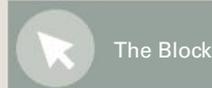


Clockwise from top left: Getty Images Plus/E+/Auctentius; Alamy Stock Photo/Peter Jordan\_NE; © Johan Larson/Dreamstime.com; Shutterstock.com/Peter Frank - Frank; iStock/Getty Images Plus/ILysett; Shutterstock.com/Chii Chobits; Shutterstock.com/STRINGER Image; Shutterstock.com/Chii Chobits; Shutterstock.com/STRINGER Image

- 2 **Explain** why a workplace might need an emergency shower.
- 3 **Define** *asbestos*. Why do employees need to be warned that it might be in a workplace?
- 4 **Categorise** each of the signs as highly important or less important (in terms of safety).
- 5 **Reflect** on your school. Create a photo trail over one school day. Take pictures of as many signs you can see, then categorise them. Work in teams of 2–3. Are any of the signs pictured above relevant for your school (which is a workplace)?

## Creating

Watch an episode of *The Block* or any other Australian renovation TV program and design three workplace signs that should be used in this workplace. Programs that you could use include Adobe InDesign, Canva, Lucidpress or VivaDesigner.



## Life at work

Benjamin Hammond Haggerty is a US rapper from Seattle, Washington. He is more commonly known by his stage name Macklemore. His first single, 'Thrift Shop', reached number 1 on the US Billboard Hot 100 in 2013 and was the first single to reach the top of the Hot 100 chart without the support of a major record label. Macklemore uses Warner Bros. Records to promote his singles, and he pays them a small percentage of sales for the service.

Macklemore frequently works with other artists, including Ryan Lewis and more recently Skylar Grey. On 1 October 2017, Macklemore performed at the opening of the National Rugby League grand final in Sydney. Macklemore stated that it was one of his best performances; he also mentioned how grateful he was to the audience who supported him.

### permanent work

work that is paid regularly by the employer with benefits such as superannuation. A teacher who has been at your school for over three years would most likely be a permanent employee.

### casual work

work that doesn't have regular or systematic hours or an expectation of continuing. A typical casual employee is employed on a daily basis when the need arises. *Dreamworld* employs extra casual workers at times like the Christmas holidays when they have a significant increase in the number of guests and thus need more workers.



Macklemore performing in concert

Shutterstock.com/hurricanehank

## Responding

- 1 When Macklemore performed at the NRL grand final, he was a *paid employee*. **Clarify** these conditions. Who paid him? Would this be **permanent** or **casual work**?
- 2 **Define** the other jobs (besides performing) that would be involved in Macklemore's performance. For example, someone would have set up his equipment. Someone may have helped him choose his outfit. What professions are these? What other jobs would have been involved? Would any of these jobs interest you? **Explain** your answer.
- 3 Watch a video of Macklemore's performance online. **Critique** his performance. What did he do well? If you were the manager of a local venue, would you hire him? **Explain** your answer. **Justify** why you choose to hire him/not hire him. Remember to keep your reasons professional, not personal.

## Creating

**Design** a flyer for a Macklemore concert. Make up details such as the time and other acts. If you are not familiar with this artist, design a brochure for an artist or band that you like that might play at a local venue.



Design a flyer for a Macklemore concert

Getty Images/Joseph Okpako/WireImage

## The perfect employee

Imagine you are the manager of a large gym. Your business has a weights room, classes such as yoga and spin, personal trainers and a dietician. You need to hire a personal trainer to take a variety of clients, such as an overweight 20-year-old male and a 40-year-old mother who would like to start natural body building.

What kind of person would you be looking for? Read through the following job application form and answer the questions.



Alamy Stock Photo/Hongqi Zhang

One of a gym manager's duties is to hire new staff.

<b>Name:</b>	<i>Daniel Bromley</i>	
<b>Date of birth:</b>	<i>30/01/97</i>	<b>Email:</b> <i>danielbromley@hotmail.com</i>
<b>Address:</b>	<i>1 Willow Crescent, Marcoola Qld 4564</i>	
<b>Next of kin contact details:</b>	<i>Kaye Larkin 20 Marana Street, Daisy Hill Qld 4127 Phone: (07) 5678 1234</i>	
<b>Education and qualifications:</b>	<ul style="list-style-type: none"> <li>· <i>Certificate III in Fitness qualification (SIS30315) Buderim TAFE — 2017</i></li> <li>· <i>Certificate IV in Fitness qualification (SIS40215) — 2016</i></li> <li>· <i>St John's Senior First Aid — 2017</i></li> <li>· <i>Year 12 — Burnside SHS — passes in Essential English, General Maths, Health, Physical Education, Dance, Drama — 2016</i></li> </ul>	
<b>Work experience:</b>	<i>Dance teacher — Charlotte Alexandra Dance Innovation — 2012—present Gymnastics coach — Maroochy Beach Gymnastics — 2014—17 Deckhand — Mooloolaba Cruises — 2016</i>	
<b>Medical history:</b>	<i>Asthma</i>	
<b>Hobbies and interests:</b>	<i>Surf Life Saving Running Dancing Gym</i>	
<b>Achievements:</b>	<ul style="list-style-type: none"> <li>· <i>Year 12 Health and PE prize</i></li> <li>· <i>3rd Sunshine Coast Half Marathon 2018</i></li> <li>· <i>2018 Commonwealth Games: baton bearer</i></li> </ul>	<ul style="list-style-type: none"> <li>· <i>Silver Star Ballet — ATOD</i></li> <li>· <i>Dancer for the Nutcracker 2017 — QPAC Brisbane Ballet</i></li> <li>· <i>2016 Lifesaver of the Year, Marcoola</i></li> </ul>
<b>Referees:</b>	<i>Charlotte Alexandra Studio owner Charlotte Alexandra Dance Innovation Kimlee Drive, Buderim Qld 4557 Phone: (07) 5452 7777</i>	<i>Megan Campbell Dance teacher Marcoola High School Marcoola Rd, Marcoola Qld 4564 Phone: (07) 5451 1111</i>
<b>Why do you want to work at CrossFit Mooloolaba?</b>	<i>I love all aspects of fitness and have been attending this gym myself for two years.</i>	

## Responding

- 1 Read through the following qualities. In your notebook, **identify** the top five traits that would be the most important for the personal trainer job.

### Personal qualities

hardworking	experienced	passionate	positive	kind
loyal	confident	has good communication skills	punctual	funny
qualified	looks fit	able to listen	patient	healthy
ambitious (wants to do well)	empathetic (can understand and relate to a variety of people)	independent (doesn't need a lot of help; can work alone)	innovative (comes up with own ideas)	handles stress well

- 2 **Describe** Daniel's qualifications. **Consider** his hobbies and interests. Do they enhance his ability to perform this job? **Evaluate** whether he is a suitable applicant or not.
- 3 **Consider** all of Daniel's achievements. Which one would impress you (as manager) the most when considering him for this job? **Justify** your choice.

## Creating

Imagine that you have interviewed Daniel and that he has performed well. **Decide** if you are going to hire him or not. Pair up with a classmate and role-play the phone call during which you hire Daniel or tell him he wasn't successful. **Justify** your decision. Before you start, **identify** similarities and differences between a social call and a business call. What are the key elements to think of when making a business call?

## Responding

- 1 Song research activity: songs are frequently about real-life situations. Some artists sing about experiences in the workplace. In each of the following songs, the singer talks about a person at work, detailing some of the characteristics the worker exhibits in the workplace. Find the lyrics of the songs online. Once you have done this, match the lyrics with the worker's quality.



Dr. Dre

Christopher Polk/Getty Images for Coachella





SONG AND SINGER	WORKFORCE QUALITY AS MENTIONED IN THE SONG
1 '6 Inch' by Beyoncé	A This person works very hard so he can stand out from his co-workers.
2 'Takin' Care of Business' by Bachman-Turner Overdrive	B This person is unhappy with his job and would prefer to concentrate on his music.
3 'All in a Day's Work' by Dr. Dre	C This person works very hard, doing long hours and trying very hard when she is there.
4 'Bang The Drum All Day' by Todd Rundgren	D This person finds his boss frustrating but decides to go home early rather than get into an argument with him.
5 'It's Five O'Clock Somewhere' by Alan Jackson and Jimmy Buffett	E This person doesn't want a regular job and prefers to work for himself.

- 2 Look up the lyrics from 'It's Five O'Clock Somewhere'. We can presume that the person finds his boss frustrating but has decided not to confront him verbally and leave instead. **Judge** this strategy. Is it effective?
- 3 **Assess** each of the employees via the way they are depicted in the songs. **Evaluate** which you would prefer to work for you. Why did you choose this employee?

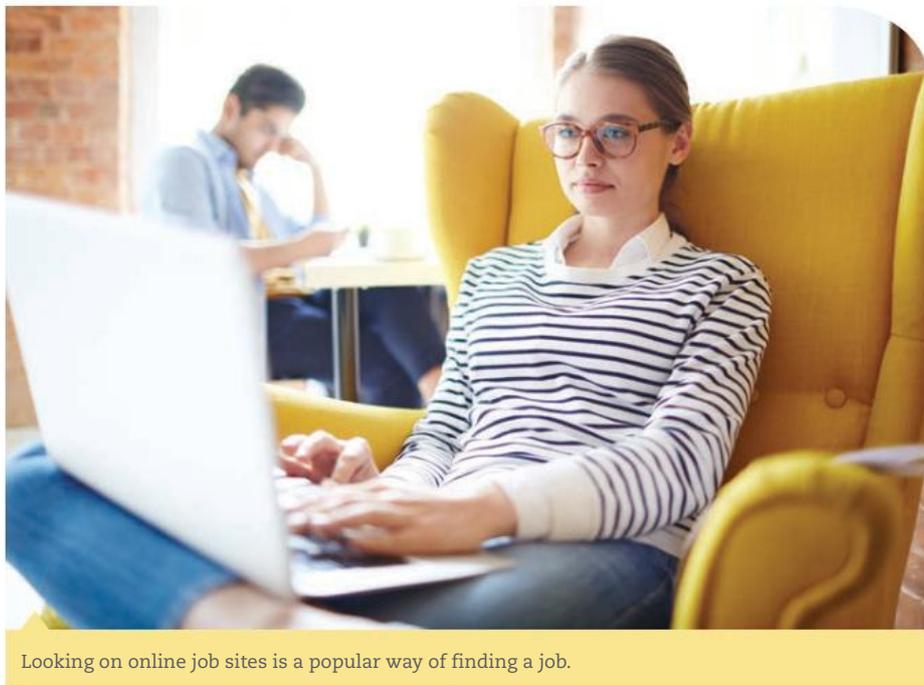
## Getting the job

Finding a job is not always easy but the good thing is there are lots of different ways that you can secure work. Some of them include:

- looking at online job sites such as [www.seek.com.au](http://www.seek.com.au) or [smartjobs.qld.gov.au](http://smartjobs.qld.gov.au)
- looking in the newspaper
- contacting the companies you want to work for directly
- joining an employment agency
- looking at noticeboards at places like university or Centrelink
- **networking**.

### networking

using personal or business contacts to open up further opportunities



Looking on online job sites is a popular way of finding a job.

Shutterstock.com/Pressmaster

9780170421782

Read the following job ads and answer the questions below.

## RESTAURANT & FUNCTIONS WAIT STAFF AT BEEF + BEACH STEAK & SEAFOOD RESTAURANT

**Casual/vacation job**  
**Location: Coffs Harbour**

Be part of a team of professionals who are passionate and get results.  
 Good financial return with growth.

Work in a small coastal village on the beach with a great  
 community vibe.

We are currently seeking motivated, experienced and professional  
 restaurant wait staff for a business in the coastal village at  
 Coffs Harbour.

## REGISTERED ROOF PLUMBERS & APPRENTICES REQUIRED

**Full-time job**  
**Immediate start**  
**Multiple positions available**  
**Wide variety of projects and challenges**

## CHILD-CARE TRAINEES – CAREER OPPORTUNITIES FOR YEAR 12 STUDENTS

**Early Childhood Learning Centres: dynamic group of centres  
 that support each other**  
**Location: Airlie Beach**

This is a full-time job.  
 Train & learn in the role. Gain a valuable qualification in a great industry  
 with an exciting child-care network.

## LIFEGUARD & CUSTOMER SERVICE

**Location: Bendigo, Goldfields and Macedon**

Iconic destination spa in the heart of Australia's spa country



## **SPORTS, DANCE, CHEERLEADING, SWIMMING AND FITNESS INSTRUCTORS**

This is a featured job at Bring It On Sports.

School hours

Casual work available for swimming instructors, cheerleading coaches, dance instructors, self-defence instructors, sports coaches and fitness instructors.

## **EMERGENCY SERVICES OFFICER**

**Featured job at NSS Security**

**Location: Coalfields**

**Classification: mining and resources**

Immediate start

Permanent and casual positions available.

FIFO, DIDO or local roles available.

## **PHOTOGRAPHY STUDIO ASSISTANT**

**\$20–\$29.99 per hour**

This is a permanent part-time role with flexible working arrangements. A rare opportunity to join a creative team and shape your own future.

Let your creativity flourish and get excited to go to work!

Are you a motivated people person with great organisational skills?

Would you love to work in a creative environment? Then this is the job for you!

## **PART-TIME CUSTOMER SERVICE REPRESENTATIVE**

**Location: Thomastown**

This is a part-time job.

Can you deliver exceptional customer service to the Thomastown community?

Do you love finding the best solutions possible?





## CASUAL YOUTH SUPPORT WORKER

**Location: Cape York**

**Classification: Community services & development**

**Classification: child welfare, youth & family services**

This is a featured job at Kids Up North.

This is a casual/vacation job.

Attractive remuneration

Rewarding work

Regionally based service

Casual youth support workers required to join regionally based support service

- 1 **Define** *registered roof plumber*. How is an apprentice different?
- 2 **Identify** the personal qualities you would need in order to be a child-care worker.
- 3 **Define** which of these are careers and which are jobs that you might do for a period of time before moving on.
- 4 **Define** FIFO. What is the difference between FIFO and DIDO? Do you think that you would like this kind of work?
- 5 **Categorise** the nine jobs in order of appeal to you (with 1 being the job you like the most).
- 6 The ad for the photography studio assistant advertises the position as a 'rare opportunity'. **Determine** if this is true. Do you think a lot of people will be interested in this job? Why is this?
- 7 **Reflect** on your number 1 choice. What is it about this job that makes it attractive? Is it the type of work, or the location?
- 8 **Judge** the location of the wait-staff job (Coffs Harbour – a NSW coastal town). Does this make the job more or less appealing to you? **Explain** your answer.

### Creating

What is your dream job? **Create** an advertisement for your ideal position. Set it out like the job advertisements on the previous pages, with a position title, location, salary and conditions included. Be realistic in your expectations.

## Covering the cover letter

A cover letter is a single page that is attached to your resume. Unlike your resume, it mentions the specific job and company you are applying for.

In a cover letter you should:

- introduce yourself
- mention the company and job that you are applying for
- mention your skills, experience and interests (particularly those that relate to the job in question)
- encourage the reader to read your resume and mention that you would like to attend an interview.



A cover letter is important in making a good first impression.

**Wait a minute!**

**Do I need to send a cover letter?**

You should always send a cover letter. This shows the company that you are not only interested in finding a job, you are also very interested in this particular job. Often an employer will delete your resume without reading it if there is no cover letter attached.

Your cover letter should be formatted like a professional business letter. The font should be simple and easy to read. Basic fonts like Arial, Calibri, Georgia, Verdana, and Times New Roman work well. A font size of 10 or 12 points is easy to read.

Remember to edit and proofread your cover letter before sending it. Reading the letter aloud is a good way to catch small typos, such as missing words, or sentences that sound odd. Always double-check the spelling of your contact's name, as well as the company name. If possible, enlist a friend or a family member to help proofread your cover letter.

Taylor Perry  
1 Roar Street  
Alexandra Heads Qld 4572  
0423 3333 3333  
Taylorperry@hotmail.com

**Header:** Begin with both your name and contact information, and the employer's contact information.

Ms Jodie Watkins  
Select Modelling Agency  
1 Model Street  
Alexandra Heads Qld 4572  
30 January 2020

**Salutation:** Use a salutation (greeting) and the person's name (if you know it). This is better than the general words 'To Whom It May Concern'.

**Introduction:** State what job you are applying for. Explain where you heard about the job.

Dear Ms Watkins

I am writing to apply for the position as receptionist at Select Modelling Agency, advertised on the web page [www.seek.com](http://www.seek.com) and accessed on 12 March. Currently, I am in Year 12 at Burnside SHS and due to graduate in 10 days' time. Also, I am employed as a part-time receptionist at Sunshine Coast Lawyers. The skills and experiences I have gained at this position make me an ideal candidate for the job of receptionist at your modelling agency.

**Body:** Mention how your skills and experience match the company and/or position. State why you are interested in the job and why you make an excellent candidate for the position.

As a Year 12 Business student and part-time receptionist, I have developed excellent public relations skills and telephone-operation skills. One of my main duties is to handle the front desk at the office of Sunshine Coast Lawyers. This duty requires strong people skills, and an ability to work with a variety of people. I have worked with the legal agency for over a year now and can provide an excellent reference.

Use tangible examples from your life experience to show these traits in action. You might want to use the framework 'situation, action and outcome' as identified here.

A strong interest in modelling and fashion is a long-held focus of mine, as required by you in your advertisement. I read all the top magazines and have recently created my own outfit, which was worn in the school fashion show. It was a two-piece business suit and I received an A for this project. Sewing is a passion of mine and I am interested in all areas of this industry. I would love to take my passion for style to your company.

**Closing:** State how your skills make you a strong fit for the company and/or position. State that you would like the opportunity to interview or discuss employment opportunities. Always thank the employer for their consideration.

I am confident that my experience in reception and my strong public relations skills qualify me for consideration. Current samples of my designs or a reference from my employer at Sunshine Coast Lawyers can be provided on request. A resume is included in this application. I would value the opportunity to meet with you and discuss my qualifications in more detail. Thank you for your consideration.

**Signature:** Use a complimentary close (like 'Yours sincerely'), and then end your cover letter with your signature, handwritten, followed by your typed name.

Yours sincerely,

*Signature (sign for a hard-copy letter, to send with a signature via email – print, sign, scan and send)*

Taylor Perry

## Responding

- 1 **Explain** why the applicant thinks they are suited for this position.
- 2 **Explain** why the applicant wants this position.
- 3 **Judge** this letter. If you worked for the modelling agency, would you hire Taylor? **Explain** your answer.
- 4 **Reflect** on your own skills and career aspirations. Would you like to apply for this position? Would you be a suitable applicant?

# The resume

A resume is a written compilation of your education, work experience, credentials and achievements. When looking for a job, you will need to submit a resume and cover letter as part of the application process.



Shutterstock.com/skyNext

After considering your resume and cover letter, an employer may invite you for an interview.

## ANDRE YOUNG

### Contact information:

Include your full name, address, home phone and/or mobile phone, and email address. Make sure your email address is appropriate. Don't choose something like hotbod99@hotmail.com.

17 Granger Road  
Mount Gravatt Qld 4122  
**Phone:** (07) 5459 9505  
**Email:** ayoun11@eq.edu.au  
**Date of birth:** 1 January 2003

**A proven team player with experience communicating with a diverse range of people in the workplace and an ambition to pursue a career in journalism.**

### Summary statement:

Write a short, compelling description of your career accomplishments, as well as your future ambitions.

**Experience:** List paid and/or volunteer work experience you have undertaken.

### Work experience:

- **January 2018–present: Retail assistant – Ripcurl Pacific Fair**  
2752 Booker Boulevard, Broadbeach Qld 4218  
Phone: (07) 5531 7745





- **2017: Delivering pamphlets for Reece Delivery Services**  
Nambour Qld  
Phone: (07) 5430 8888
- **2016–2017: Weekly child-minding for neighbour**  
Ms Rose Patty (07) 5454 7777
- **September 2017: Work experience at The Sunshine Coast Daily**  
Newspaper Place and Dalton Drive, Maroochydore Qld 4558  
Phone: (07) 5430 8000

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### Skills:

- Excellent time-management skills
- Good customer-service skills
- Team player
- Good with children

**Skills:** Break down individual skills into easy-to-read bullet points or formatted lists for your employer to scan.

---

### Personal qualities:

- Punctual and professional
- Friendly and confident
- Willing to learn new tasks

**Qualifications:** List any specific training, awards or other qualification.

---

### Education:

- Currently completing Year 12 at Miami State High School

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### Awards:

- 2014 Cross-country Age Champion Runner-up
- 2015 Cultural Award Miami State High School
- 2015 Merit in the Westpac Maths Competition

---

### Subjects:

General Maths, English, Early Childhood, Drama and Art

---

### Hobbies:

Singing, songwriting, horseriding and art projects

**Hobbies:** Include your hobbies and interests. This will help your employer get a picture of who you are. Keep your list short and appropriate.

**References:** Make sure you include the name and contact details of two or three people (referees) who can be contacted and answer questions about you. Choose people who know you well and will say good things about you. Try not to choose family members if possible. (The employer might not believe very good things your mum says about you, even if they are true).

---

### Personal references:

1. **Ethan Sheeran**  
Head of Year 10  
Miami State High School  
PO Box 5247  
GCMC MIAMI QLD 4220  
Phone: 5459 7311
2. **Michael Jones**  
2752 Booker Boulevard  
BROADBEACH QLD 4218  
Phone: (07) 5531 7745

## Resume final top 10 tips

### referee

a person who can talk about what kind of person you are or what you are like as a worker

A resume or curriculum vitae is a brief written summary of a person's education, qualifications and previous occupations, usually sent with a job application.

- 1 Use formal language. Avoid SMS-style language, abbreviations and slang.
- 2 Don't use a huge variety of colours and font sizes. Fancy fonts, italics, underlining, shading, graphics and vertical/horizontal lines or boxes are also best avoided. The best fonts for a resume are Verdana, Arial, Calibri or Times New Roman.
- 3 Keep your resume length to a minimum – two or three pages is ideal.
- 4 Print in black ink, on one side of each sheet of A4 paper.

- 5 Use subheadings.
- 6 Make sure your format is the same all the way through.
- 7 Don't use relatives as **referees**.
- 8 Include dates and addresses for all your places of work.
- 9 *Do* proofread and spellcheck – and check again. Nowadays, people make their resumes online. Many sites are available that can help you. Creating an online resume may make submitting it easier as well. The MakeUseOf site provides some good online options.



Five top resume-builder sites for creating resumes online

## Responding

- 1 **Decide** who is the intended audience for the resume.
- 2 **Identify** five key personal traits about this person as detailed in the resume.
- 3 **Decide** what makes a resume stand out.
- 4 **Judge** the best computer program to use to create a resume.

## The job interview

If you are asked to attend a job interview, you should feel very proud of yourself. This means that the employer (and hopefully your future boss) wants to meet you in person.

In the **job interview**, the employer will ask you questions about your career, personality and life. You should answer with honesty but also try to present yourself in the best possible light. A job interview can be stressful. It is okay to be nervous. Most employers understand and it shows that you really want the job. Try to control the signs of your nervousness such as fidgeting or using too quiet a voice. Remember to smile and look the employer in the eye.

### job interview

a formal meeting in which an applicant is asked questions to determine their suitability for a particular job

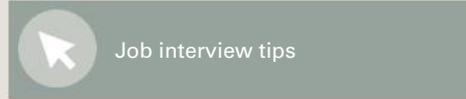
Getty Images Plus/E+/Yuri\_Arcurs



Job interviews can be a nerve-racking experience.

## Responding

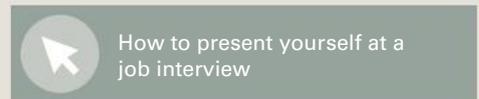
Consult the following web page for job interview tips.



# Getting ready for the interview

## Job interview checklist

- 1 **Identify** three things you should research about the company before the day.
- 2 **Explain** what you should wear to the interview.
- 3 Watch the video *transcript Commonly asked interview questions* on the Youth Central website linked here and **identify** three commonly asked questions in a job interview.
- 4 Watch the video *transcript How to present yourself at a job interview* on the Youth Central website and note three important points about your appearance and hygiene that will help you in a job interview.



## Wait a minute!

### Every job is different. How will I know what to wear?

You will need to do some research. You could look up some ideas on the Internet or ask friends or family who work in the same industry. Otherwise, try these ideas.

Females: closed-toe shoes, dress or skirt that goes to the knees, long pants, top or dress that covers the shoulders and is not too low-cut, small earrings (one pair only), one bracelet, one ring, conservative understated make-up

Males: closed-toe shoes, pants or shorts, shirt with collar

Rules for both males and females:

- If you have facial piercings, consider taking them out (this will depend on the job you are applying for).
- Consider covering your tattoos.
- You should look smart and professional rather than sexy or cool.
- Make sure your clothes are clean and well ironed.
- Don't wear anything that will make you feel uncomfortable, self-conscious or distracted.

## Responding



Alamy Stock Photo/Photo 12

A scene from *The Internship*

*The Internship* is a film made in 2013 starring Vince Vaughn and Owen Wilson as recently laid-off salesmen who attempt to compete with much younger and more technically skilled applicants for a job at Google. Watch the scene from *The Internship* where Nick (Wilson) and Billy (Vaughn) participate in an online job interview.



### The Internship

- 1 There are three types of job interviews: one-on-one, panel or skill-based. **Decide** what kind of interview is portrayed in the film.
- 2 **Describe** their dress. Is it appropriate? **Explain** your answer.
- 3 **Evaluate** the body language for both applicants. Is it professional? Does it enhance or detract from their performance? **Identify** which movements, gestures or facial expressions are evidence of professional behaviour. Which types of body language detract from their performance?
- 4 **Construct** some feedback for Nick and Billy on how they can improve their interview performance. What did they do well? What areas do they need to work on? **Explain** why.

## Case study

### Mitchell Johnson: former cricketer

Mitchell Guy Johnson (born in 1981) is a retired Australian cricketer, who has played all forms of the game. He is famous for batting and bowling with his left hand. Johnson made his test debut for Australia in November 2007 and he retired in November 2015, having represented Australia in a total of 256 matches.

His book, *Resilient*, tells the story of a man who overcame injury and insecurity to become one of cricket's most fearsome fast bowlers. It also tells of his life in the workplace: playing cricket was his actual job.

In the autobiography, Johnson reveals that he wanted to hit Kevin Pietersen (an English cricket player and opponent) in the first test of the 2009 Ashes series. The incident happened when both teams were warming up. Johnson felt that Pietersen was deliberately hitting balls in his direction. The Australian cricketer admits now that he was already in a bad mood because a family matter (not to do with cricket) was upsetting him. Here Johnson details what happened.



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Mitchell Johnson is a retired Australian cricketer. His autobiography, *Resilient*, was published in 2016.





Kevin Pietersen is a guy who likes to stir things up and I can appreciate that. He knows how to get under people's skin and when we were bowling in the morning he played a few pull shots in our direction. It wasn't exactly harmless because we could easily have stood on a ball in our run-ups. I threw a ball back to where he was and I suggested he stop it. Of course, he didn't. When he hit another one towards me I kicked it as far as I could in the other direction. Words were exchanged and KP crossed the line in what he said. He got really personal and I'm not going to dignify his comments by repeating them. The red mist descended and I stormed in his direction with every intention in the world of hitting him. This was all being played out in full view of spectators who had arrived early and the media. Stu Clark saw it all happen and came rushing over just as we came together and jumped between us. KP is a big guy, but I was very worked up. Fortunately, Stu is bigger than both of us because it took a bit to convince me not to go through with what I planned. I am so glad Stu was there. Pietersen too might well be glad Clark was there. I have rarely had a fight in my life, but when I have had a chance to pull the gloves on I've loved it, continued Johnson. During the boot camp ahead of the 2006–07 Ashes series we had to get in the ring with a professional cage fighter. He was a scary bloke and I landed a couple of good hits. Hardly anyone else touched him. If KP and I had gone toe to toe, life might have taken another strange twist. I was pretty disappointed with what he said and it stayed in the back of my mind after that. We had conversations off the field and he seemed okay, but I wouldn't say he was the sort of bloke I would ring up or send a text congratulating him on his career. There are limits to what you can say. I am sure everyone knows the line. You can't bring family or stuff like that into it and I am sure he knew he had gone too far, but he did it on purpose because he wanted to get me going. It was late on the third day that I lost it with KP, said Johnson. I was tired and hungry and can get a bit cranky when that happens. It was really windy and that can be irritating at the MCG. Rubbish blows around and it's quite hard to settle. It wasn't aimed at him, but it was a bit provocative. He said someone was moving behind the sight screen, but there is an exclusion zone a mile wide behind the wicket and batsmen get so bloody fussy.

Source: Mitchell Johnson, *Resilient*, published by Harper Collins, 2016

**Wait a minute!**

**I don't even like cricket. Why am I doing this?**

Mitchell Johnson has had a highly successful career. Even if you don't like cricket, you can learn a lot about workplace behaviour from his story.

## Responding

**professional**  
conducting  
oneself in a  
suitable manner  
for work

- 1 **Explain** why Mitchell Johnson is angry.
- 2 **Reflect** on the piece. Do you think that Pietersen meant to deliberately bat the balls in Johnson's direction while warming up? If so, why would he do this?
- 3 The cricket field was Johnson's workplace. **Evaluate** his behaviour. Do you think that he behaved in a **professional** way? What would you have done?
- 4 Some people think that Johnson got the last laugh. This was because he played magnificently well in the 2013–14 Ashes series, taking 37 wickets at 14 runs apiece in what was Pietersen's last series for England. **Evaluate** the outcome. Do you think this is a better way to handle the problem?
- 5 Johnson has been very successful in his career. He is also, by his own admission, a little emotional. **Assess** the impact of being overly emotional. Do you think this helps him or hurts him at work? **Explain** your answer.
- 6 Ricky Ponting was the cricket captain at the time. **Suggest** how he could have helped the situation.

## Creating

- 1 Write a blog entry about a time somebody upset you in your workplace. This could be at school. What did this person do? How did you respond? Were you happy with how you handled the situation?
- 2 What does 'professional behaviour' mean? Make a list of 10 rules that Australian cricketers could follow in their workplace in order to be professional. These could be posted on the group Facebook page for the players. Examples might include 'Don't drink alcohol the night before a match' or 'Don't react to an opponent's behaviour.' Remember, even though the page is private, the media would be very interested in the rules and they could get published, so use appropriate language.

## Case study

### The Social Network

*The Social Network* is a biographical drama about the founding of the social network site Facebook. It was released in 2010 and was directed by David Fincher. Adapted from Ben Mezrich's 2009 book *The Accidental Billionaires: The Founding of Facebook*, the film focuses on how Facebook was created and the impact, both legal and social, this social media site had on the founders and indeed the rest of the world. Interestingly, neither the real founder, Mark Zuckerberg, nor any of the Facebook staff contributed to the making of the film.

The film has received some criticism for historical inaccuracies but, for the most part, critical reviews have been positive. The film received eight Academy Award nominations, including Best Picture, Best Director, and Best Actor for Jesse Eisenberg; it won three, for Best Adapted Screenplay, Best Original Score and Best Film Editing.

Central to the film is Mark Zuckerberg, who is a 19-year-old student at Harvard University. Upset about being dumped by his girlfriend, Zuckerberg creates a website called Facemash. He does this by



A scene from *The Social Network*

Alamy Stock Photo/Moviestore collection Ltd





hacking into the college network to steal photos of female students, then allowing site visitors to rate their attractiveness. The site receives a huge amount of web traffic and eventually crashes. Zuckerberg is disciplined by the university and put on six months' academic probation. However, Zuckerberg also captures the attention of some older students, Cameron and Tyler Winklevoss, who invite him to help them create a website called *Harvard Connection*, a social network site featuring Harvard students and aimed at dating.

Zuckerberg agrees but then creates his own social network site called The Facebook. When Cameron and Tyler Winklevoss learn of The Facebook, they are outraged, believing that Zuckerberg stole their idea. Legal problems follow.

The social network site continues to grow and reaches over 500 million members in 207 countries. It is valued at 25 billion dollars, making Mark Zuckerberg the world's youngest billionaire.

Watch the film and answer the following questions.

### Responding

- 1 **Describe** the key events that led to the creation of Facebook.
- 2 **Identify** the major problems along the way. How were they solved?
- 3 **Identify** new jobs that have been created since social media has become part of our everyday lives.
- 4 Armie Hammer played both the Winklevoss twins, with the help of body double Josh Pence. Hammer's face was later digitally grafted onto Pence's face during post-production, while other scenes used split-screen photography. **Identify** what kind of workers/jobs would have been recruited in order to create these film effects. Is this a job that might interest you? What kind of personal qualities would you need in order to do this kind of film editing?
- 5 Twins Cameron and Tyler Winklevoss received a settlement of \$65 million. **Reflect** on this. Do you think that Zuckerberg did intentionally steal the idea from the two older students? **Explain** your answer.
- 6 Facebook founder Mark Zuckerberg expressed his dissatisfaction with a film being made about him and pointed out that much of the film's plot was not factual. **Consider** his reaction. Why do you think Zuckerberg would be unhappy that they made a film about his work life and highly successful project?
- 7 **Evaluate** Zuckerberg's decision to award his friend Eduardo Saverin a settlement of an unknown amount. Saverin's name was restored to the Facebook masthead as a co-founder. What mistakes, in your opinion, did Zuckerberg make in the treatment of his friend and work colleague?
- 8 In a 2009 interview with *The Baltimore Sun*, Jesse Eisenberg (the actor who played Mark Zuckerberg) said, 'Even though I've gotten to be in some wonderful movies, this character seems so much more insensitive in so many ways that seem more real to me in the best way.' **Evaluate** this statement. Do you think the character Mark Zuckerberg is insensitive? Can being insensitive at work decrease the quality of your performance? How?

## Creating

- 1 The film review site Rotten Tomatoes posted a 96 per cent approval rating, with an average rating of 9/10. The site's critical consensus reads, 'Impeccably scripted, beautifully directed, and filled with fine performances.' Write your own review of the film. Include the following:
  - What is the film about?
  - When was it made?
  - Who was the director?
  - What were the strengths of the film?  
Consider the following: the story (script), acting, film techniques, soundtrack, believability and costumes.
  - What were the weaknesses of the film?  
You might like to examine reviews on Rotten Tomatoes to help you with this task.
- 2 Imagine you are Mark Zuckerberg. Create a brief work email instructing the graphic designer to design a masthead including Eduardo Saverin as a founder. (The masthead needed to be changed after the settlement.) Follow these email etiquette rules.
  - Include a clear, direct subject line.
  - Use a professional email address.
  - Include a signature block (your name and title).
  - Use professional salutations like 'Dear' and 'Yours sincerely'.
  - Don't use laid-back, colloquial expressions like 'Hey', 'Yo' or 'What's up?'
  - Use exclamation points sparingly.
  - Be cautious with humour.
  - Proofread every message.
  - Double-check that you've selected the correct recipient.
  - Keep your fonts classic. Arial and Times New Roman always work well.



Rotten Tomatoes

# Assessment tasks

## Part A: Resume and cover letter

### Genre

Formative written assignment – resume and cover letter

### Context

During this unit, you have refined your jobseeking skills, paying particular attention to job searching and resume writing.

### Task

This task requires you to demonstrate your ability to apply for a job. This includes:

- searching through the newspaper and/or the Internet for a suitable job to apply for
- writing a letter of application
- compiling a resume.

### Requirements

You need to tell your teacher which job you are going to apply for. It should be a real job that you've found through the Internet or in the newspaper.

Try to make your application completely error-free.

## Part B: The interview

### Genre

Spoken job interview

### Context

During this unit, you have been refining your job interview skills.

Work with a partner. This task has two parts.

### Alternative

Rather than have students work in pairs, teachers might like to arrange for members from the local business community to interview students.

### Part A

This task requires you to demonstrate your ability to participate in a job interview. This includes preparing for the interview (time, place, personal presentation, preparing a list of questions) and participating in the interview.

### Part B

This task also requires you to conduct a job interview. Look at the job your partner selected. Write out a list of questions. Then, you should interview your partner, playing the role of the employer.

### Requirements

You are to wear appropriate clothing and bring your resume and letter of application to the interview. Perhaps you would like to film the interview in order to help with reflection.

## Part C: Evaluation

### Reflect

Self-evaluation is an important tool that can help you achieve your career goals. Whenever you undergo a job application process, it is important to evaluate your performance afterwards. By doing this you will gradually improve your jobseeking and interview skills. Write the answers to these questions in your notebook or use the template on NelsonNet.



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Self-evaluation



### Chapter 1 assessment self-evaluation

CRITERIA	SUCCESSFULLY ADDRESSED? (YES/NO)	NEEDS WORK (ADD A COMMENT)
<b>KNOWLEDGE APPLICATION</b>		
Do the resume and cover letter represent you in a professional way?		
What was the atmosphere in the interview like? Was it pleasant? Were you nervous? How were you able to control your nerves in order to appear professional?		
How did you adapt your body language in order to represent yourself positively in the interview?		
<b>ORGANISATION AND DEVELOPMENT</b>		
Do your resume and cover letter include all of the important information? Is the information presented in a logical order?		
In the job interview, were your answers appropriate and relevant to each question?		
In the interview, did you speak clearly and concisely? Why/why not?		





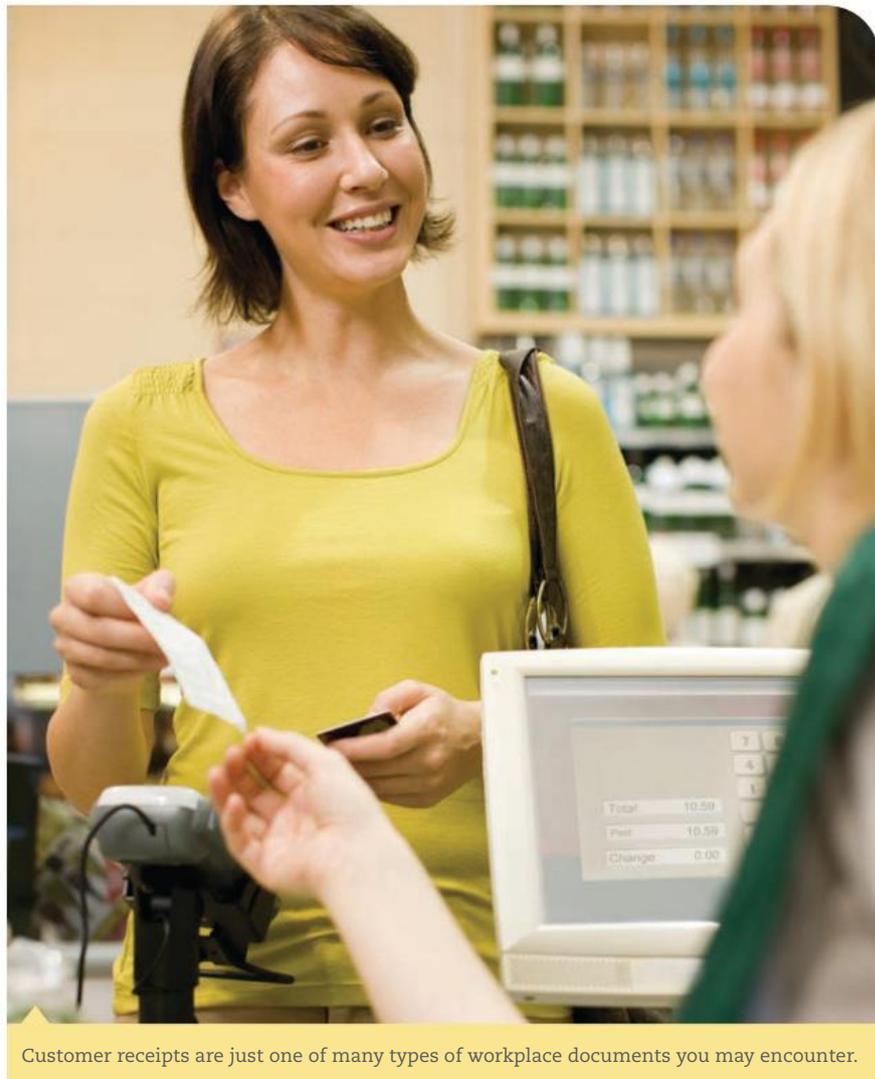
What did you wear to the interview? Was it appropriate?		
What items did you bring to the interview? Did you feel that you brought everything that you needed to the interview? Did you bring too much?		
<b>TEXTUAL FEATURES</b>		
Were your application letter and resume neatly presented? Is the format clear and professional?		
Is there a good variety of words in the cover letter?		
Is there a good variety of sentences in the cover letter?		
Have you used capitals correctly in the resume and cover letter?		
Were your application letter and resume free of errors? How did you ensure this?		

# Chapter 2

## On the job

One of the most exciting moments in life is being hired for your very first job. Earning and receiving money is the beginning of independence and adulthood. Perhaps you already work. If you do, you will know that once you are employed, you will be immersed in a workplace, and this includes *workplace documents*.

In the workplace, your job might involve filling out an invoice after fixing a client's motorcycle. You might create a sign for the door of a newsagency, asking schoolchildren to leave their bags there. As a legal secretary, you might send an email to a client requesting to change an appointment time. Your success in your job is directly related to how you manage workplace documents.



Getty Images Plus/Photodisc/Image Source

Customer receipts are just one of many types of workplace documents you may encounter.

# Jobs in Australia

The **Department of Jobs and Small Business** is a branch of the federal government. They often release helpful resources for jobseekers, students, careers advisers and those exploring their work–life options. The infographic below was posted on the department’s website and provides insight into the **labour market** at the national, state and regional level for industries and occupations.

Interestingly, there are close to one million young Australians employed across the retail trade, accommodation and food services, and construction sectors. The website also reveals other information about the unique workforce in Australia.

## Department of Jobs and Small Business

the Australian Government department responsible for national policies and programs that help Australians find and keep employment and work in safe, fair and productive workplaces

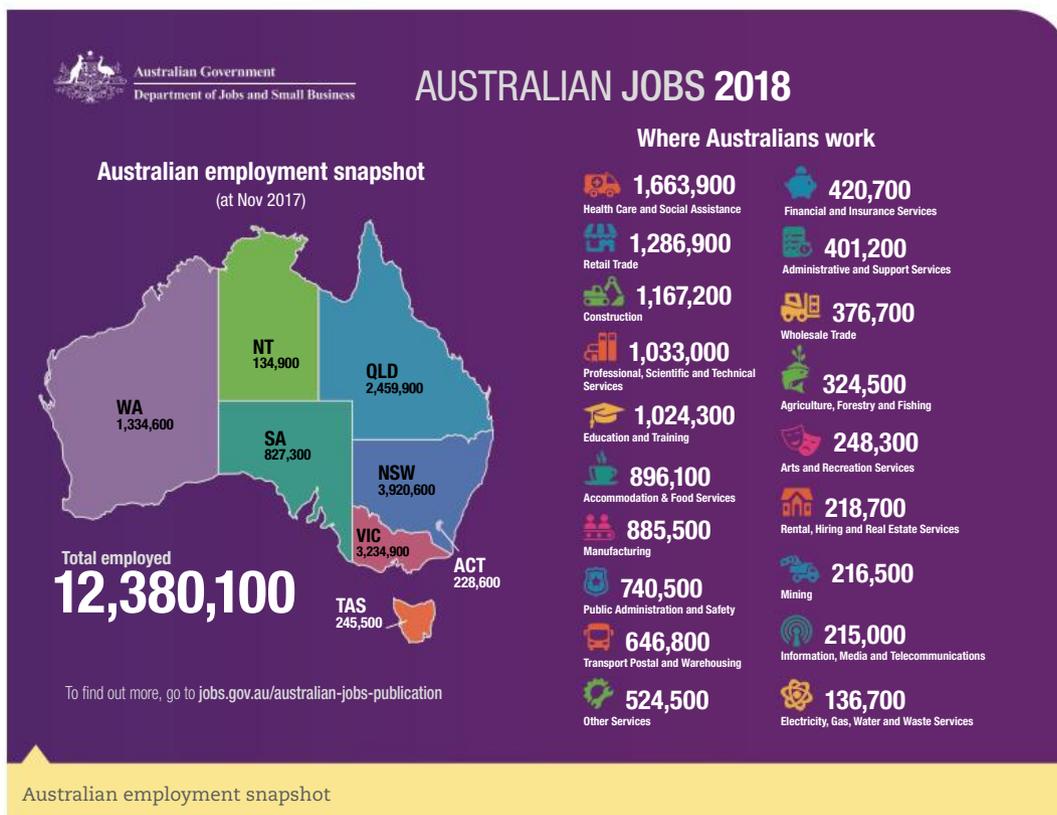
**labour market** the availability of employment and labour, in terms of how many people are looking for jobs and how many companies are looking to hire



Getty Images Plus/E+/Sproetniek

Getty Images/Ian Waldie/Bloomberg

Jobs in Australia are incredibly varied.



## Responding

- 1 **Describe** the employment situation in Queensland. What percentage of people work outside Brisbane?
- 2 **Identify** which state has the strongest job growth.
- 3 **Identify** which industry employs the most people in Western Australia. Is this surprising? **Explain** your answer.
- 4 **Identify** which state offers the lowest competition for the workforce. What does this mean?
- 5 **Define** the three sectors that employ the majority of young people. **Decide** which of these three sectors appeals most to you now, and which would appeal in 10 years' time.
- 6 **Identify** which industry employs the youngest people. **Identify** reasons that this industry employs the most people from this age bracket.
- 7 Sixty per cent of people working in accommodation and food services work part-time. **Consider** why this industry might rely so heavily on part-time workers.
- 8 The construction industry employs over 80 060 apprentices and trainees. **Deduce** why this industry needs so many trainees. **Assess** if this is an industry you would like to enter one day. **Explain**.

## Creating

- 1 **Conduct** a class survey to reveal the following:
  - How many people work/have worked in the past?
  - What industries do they work in? Find out how many are in retail, hospitality, trades and other fields.
  - What percentage of people know what they want to do after Year 12?
  - What percentage of people will go into further study or work?
  - What are the key employment fields that interest your class?
- 2 Now show this information in your notebook. **Sketch** a web-page layout that depicts the information. Use the web page from the Department of Jobs and Small Business as an example. Plan the layout. You might want to use colour, graphics, graphs and short paragraphs, just like on the website.  
Alternatively, if you have the IT skills, you could create an infographic or record this information in a digital presentation.

# Getting paid

Businesses can set up their own way to pay employees, but they are still required to follow federal and state laws. The method of payment can depend on the type of worker or the kind of work being done. Here are some of the most common types:

- **Salary:** This is when an employee is being paid a regular amount each week, fortnight or month. Salaries are paid during holidays, when the employee is sick or at an appointment, and during other paid periods of absence, but not during unpaid leave times.
- **Hourly:** Some employees are paid at an hourly rate, and only for hours actually worked.
- **Commission:** Some people are paid a percentage of the amount they sell. This might be all they receive or it could be on top of a salary.
- **Benefits:** Employees might receive other benefits. For example, a waiter in a restaurant might receive dinner each night.
- **Bonuses:** Employees may be paid a bonus at various times and for various reasons. This might be for everyone in the company at a particular time of the year, or it might be for a particular employee who has performed very well.

## Taxes

*All* types of pay are liable to be taxed (unless the employee earns under around \$18 200 each year). The amount of tax each employee pays will depend on the amount earned. The more the employee earns, the more tax they will pay.

## Responding

Read the previous section on types of pay and answer the following questions.

- 1 **Describe** the difference between a salary and an hourly rate.
- 2 Have you ever had a job? **Describe** the way that you were paid. Was this each week or at a different interval? Did you receive an hourly rate or a salary? Did you receive cash or was it paid into your bank account? Did you have to pay tax?
- 3 **Identify** the type of worker that usually receives each type of pay (salary, hourly, commission and bonuses). Do this for each category. For example, a car salesperson might be paid commission.

## Forms and workplace documentation

The ability to fill forms is an important part of any workplace. This will begin with the job application, then follow with some kind of employee personal details form and will then include a variety of paperwork such as customer record cards or invoices. Much of this might be on the computer, so part of our study of workplace documents will include a focus on IT skills.



You will be required to fill out forms and documents in most jobs.

## Recording work hours

The Beaconsfield Mine in Tasmania collapsed on 25 April 2006. Miners Brant Webb (37 years old) and Todd Russell (34 years old) were rescued two weeks after being trapped nearly a kilometre below the surface. Once they were finally returned to the surface, they famously punched their time clocks as having been 'at work' for 336 hours straight.

When you start working, an important form that you will need to complete is your timesheet. There are two main types of timesheets:

- 1 **Paper:** this could be a form you fill out with a pen or 'punch' using a time clock. As computers are now part of society, the time clock method is increasingly rare.
- 2 **Online:** many people calculate their hours using online timesheets.

Some workers (such as teachers) don't fill in a timesheet. The employer knows what hours they work, and they receive the same **remuneration** regardless of whether they work extra hours or not.

### remuneration

compensation or pay. It can include a base salary, or pay with bonuses, commissions, and other payments or benefits paid to an employee.

## Creating

- 1 **Reflect** on the hours you have been at school this week. Fill out the timesheet and record all the hours you have 'worked' at school this week. Include all activities.



Timesheet template

### Timesheet template

DAY	HOURS WORKED	TOTAL HOURS
Monday	9 a.m.–2 p.m. school 2.20–3.30 p.m. school 4–5 p.m. Maths assignment	7
Tuesday		
Wednesday		



Thursday		
Friday		
<b>TOTAL</b>		

- 2 The national minimum wage is currently \$18.93 per hour. **Calculate** how much you would have earned so far in your week if you were being paid for your schoolwork.

## Workplace safety

All employers are required to provide a safe environment for their employees. If something does go wrong, it is important to have a record of how this happened and when it happened. This may be because the worker's injury might be more complicated than first thought. It could be that the worker will seek compensation from the employer. Records are also kept so that employers can recognise if a frequent type of injury is occurring and they need to make adjustments to their workplace.



Record keeping is an important part of workplace safety.

### Creating

#### Gym registration form

Imagine you are at work at a Brisbane gym called Body as Weapon Fitness. You meet a client called Karl Stefan who wants to lose 10 kilograms in eight weeks. He currently weighs 110 kilograms. You have asked Karl to bring a medical fitness certificate from his doctor and he has done this. Karl is 40 years old and today is his birthday. He lives on 1 James Street, Spring Hill, Queensland, 4000. His email is his name (including last name) @hotmail.com. Make up a phone number for him. He has no known medical conditions. Today he is going to join up. Fill in the following information for Karl.

BODY AS WEAPON FITNESS	
Name	
Date of birth	
Sex	
Address	
Phone	
Email	
Member goals	
Medical fitness certificate received	Yes/No
Medical conditions	
Signature and date	



Gym registration form

## Workplace forms

When filling out any workplace form, it is important to remember the following:

- 1 Write clearly. Workplace documents need to be read by a variety of people. Your handwriting should be legible. If filling out a workplace document on a computer, use clear language.
- 2 Use capitals as appropriate. Remember people might judge you by your writing. It is important to capitalise correctly.
- 3 Write in blue or black pen. Red or any other colour can be difficult to read or photocopy.
- 4 Be truthful. Lying on a workplace form such as a timesheet could result in you being charged.
- 5 Avoid slang and abbreviations.

## Creating

- 1 Work with a partner and **discuss** the following.
  - How can gyms keep their patrons safe?
  - How can gyms keep their premises clean?
  - What hazards exist? How can they be prevented?
- 2 **Develop** a list of rules to promote safety and cleanliness. Imagine your rules are going to go up as a poster in the gym and on the membership application form. Remember the people reading the rules are clients, so the language will need to be friendly rather than firm. The rules also need to be in professional language.

# Police work

Queensland police have a difficult job. Their work can be dangerous and upsetting. They also have the complicated task of getting important information out to the public. Like most organisations, Queensland Police Service has found that Facebook and Twitter are highly effective for this purpose. In a surprising development, the emergency service's pages have been creating an unusual amount of interest and support.

## How Queensland Police Service gets 60 000 likes on Facebook posts

Queensland Police Service is a socially savvy force, with the most amount of fans on a police Facebook page in the English-speaking world. The 'likes' boom started off during the 2011 floods and the page has since grown to nearly 700,000 fans. About one in 10 residents in the state 'like' the page. Queensland Police's social strategy is entirely organic and it is paying off – with amusing posts attracting up to 60,000 likes (such as when they trolled the band Nickelback). Senior digital media officer for Queensland Police Service Media James Kliemt is adamant that engaging content is the way to succeed on social, by simply being human. In this interview, Kliemt takes Michelle Herbison behind the scenes of the successful operation.

Marketing: Why is it so important for Queensland Police to have a presence on social media?

James Kliemt: A whole bunch of reasons. The primary starting point was actually emergency management and the realisation back around 2010, seeing that this new social media stuff was playing a pivotal role in a lot of emergencies and disasters and things around the world. And seeing that there's a real danger if the authorities aren't in that space and are leaving it up to anyone else to report on it. Things like the Mumbai terrorists that really make us realise that we didn't really have a choice, that we had to do this stuff.

M: Just quickly to go back, talking about disasters, what was the strategy prior to social media and how has that changed? I'm thinking for example tuning into your local emergency radio station...

JK: In some ways quite a bit and in other ways not really much at all. Essentially police and emergency management media departments would send information out to the media, then the media would forward that onto the public. Essentially we do the same thing,





it's just that we put it out on social media, which obviously the media and the public get simultaneously. We still email out the media via the blogs but that simple change basically completely changed the whole landscape. Our social does a number of different things simultaneously. We are actually talking to different audiences at the same time, and one of the main audiences is the media, who at the time it was this incredible novel thing but they appreciate it just as much as everyone else, to actually get this content via social media, because they're all on it themselves anyway, so instead of having to go to different sources to get their content they've started getting it all from the one place.

M: Who are the other different audiences?

JK: It depends, it's different segments of the public. We might do things specifically related to one area or one group of people, or just the general community, it's very effective for directing to different parts of the community. We don't say, 'alright everyone ignore this, we're only talking to these people'. I remember during the 2011 floods we had a Skype account and would call police in different areas and get them to tell us over Skype what was going wrong in their area, and we'd record that on Skype and put that out on Facebook. That was for local radio stations, that was their content, they could then chop that up, and rather than us as a media department having them say, 'can we organise an interview with the local police' and then the local police ringing them then another station in the same area wanting the same content, we just pushed it out to everyone.

M: You're saving a lot of time, and you're getting out to a bigger audience.

JK: We never really tally up the pros and cons but we think it's levelled out. It gave us a lot more exposure and cut down on a lot of back and forth work, but it also increased where we had to monitor it. There's give and take.

M: Tell me about some of these challenges. I'm imagining as a police department you'd have a lot of people coming to you with complaints, maybe tip offs about events and things like that?

JK: Absolutely, enormously challenging events. Particularly after the floods grew to the size where there was a huge percentage of the population that actually get information on our page, and we deal with incredibly complex and incredibly dangerous situations sometimes. Our challenges are very similar in some ways but very different to a lot of industries in that we deal with, say, if there's a road fatality or something like that, we put that information out, but we can't tell people a range of information about that incident, say the make or model of the car or something like that, because the family of victims may not know yet, and if we say it was model xyz and it was this colour and it was in this area, people start to figure it out, and the messages go like lightning among these different groups of friends, and all of a sudden people think, sometimes correctly, that it's one of their loved ones. So we've got to be very cautious with all those issues. We've had a lot of practice at this and there are lots of rules and limitations on what we can and can't say in a lot of different areas, but that said we also have a lot of freedom because we're not trying to sell anything.

M: Just going along with that example that you gave about the road fatality – what if somebody goes onto your page and posts a comment with more information, the kind of information you're not ready to release to the public? How do you deal with that – do you delete their comment?

JK: We delete it as quickly as we possibly can. Because more than one in 10 people in the state follow our page, nothing can happen in Queensland without multiple eyewitnesses popping up on our page saying, 'I was there, I saw that happen'. I remember one road fatality where someone jumped on and said, 'yes it was a blue cortina' or something like that, they described the car. We deleted that comment within two minutes of it appearing, and two minutes after that someone came on saying, 'thanks for scaring the crap out of me because my sister lives in that area and drives that make and model of car'. It wasn't actually her sister, but within two minutes and it was still enough time for that message to ping around. Those sort of issues we have to deal with on a daily basis.

M: Have you got a team monitoring your Facebook page 24/7?

JK: We do now, yes.

Source: Michelle Herbison, [Marketingmag.com.au](http://Marketingmag.com.au), 27 August 2015

## Responding

- 1 **Clarify** the following.
  - When did the 'like' boom begin?
  - How many people like the Queensland Police Service (QPS) page?
  - What overseas event made the QPS realise that they needed to report events themselves, rather than risk other people doing it on their behalf?
  - What are the key challenges for QPS in using Facebook?
  - Why do QPS need to monitor their page constantly?
- 2 Do you 'like' the QPS page on Facebook? **Explain** your reasons.
- 3 Visit the BuzzFeed article '29 reasons why Queensland cops are the funniest cops'. Choose the top 10 and sequence the posts in order of effectiveness. **Consider** the number of likes. Which one worked the best?

For the remaining question you will need to access Facebook (you do not need a Facebook account to view the pages).

- 4
  - Look up three other government pages. You could try the Queensland Government page, Queensland Fire and Emergency, and Queensland Energy.
  - **Compare** the three pages. What are their strengths? How can the pages be improved?
  - **Judge** the pages. Which is the best? **Justify** your choice.



## Creating

- 1 Imagine you work at the Queensland Police Service marketing department. **Create** Facebook posts for the following situations. You might want to include humour, safety advice or pictures. You will have to change the language for each post.
  - Tallebudgera Surf Club has closed the beach due to a police incident happening in the clubhouse.
  - Three runaway horses have been spotted on the Bruce Highway, 20 kilometres north of Hervey Bay.
  - Justin Bieber is playing at Boondall tonight. The public should expect delays.
  - There is a power outage in most parts of Logan City.
  - Cairns State High School has experienced a fire. No one has been hurt but all students have been sent home.
  - Flooding has occurred on the Ipswich motorway. Motorists should not attempt to cross.
  - A missing 14-year-old boy from Townsville has been located safe and well. Queensland Police Service would like to thank the public for their help.

## On the scene

While police work can be dangerous, it can also involve a significant amount of paperwork and computer work. At **crime scenes**, police write information in their police notebook. This notebook has numbered pages and can be used in a court of law as evidence. Thus police must write neatly and clearly. They must also avoid using slang and writing their personal opinion in their notes.



Emergency services at work

iStock Editorial/Getty Images Plus/igorcorovic

**crime scene**  
the place where a serious crime has been committed

## Creating

Imagine you are a **constable** with four years' experience, stationed at Mackay Police Station in the Mackay District. Your teacher (or another student) is going to read the following scenario aloud. It is your task to take notes in your notebook.

- Imagine these are police notes and keep your words neat and logical.
- Like in a real situation, you can stop the person talking to ask questions, get them to repeat details, or clarify points.

**constable**  
the first qualified level  
in the Queensland  
Police Service

## Wait a minute!

**I'll probably never join the police force. Why do I have to fill in a police notebook?**

The purpose of this activity is not to teach you how to fill in a police notebook. It is likely that very few people in your class will ever become police officers! However, a very important skill is the ability to listen and take notes. You are about to hear about a dangerous fire; it is now your job to take this information and see if you can repeat and synthesise it in a concise and accurate form.

### self-employed

making an income from one's own work

### next of kin

closest living relative

On Friday 31 April at 9.20 p.m., you and your partner are called to attend a fire at 1 Ricky Street, Soldiers Hill Qld 4825. You attend the scene and, when you arrive, the Mackay Fire Brigade are putting out the blaze.

A Mr William Slater is lying in an ambulance. He tells you that he is renting the property and is the sole occupant of the house. Mr Slater says that at 8 p.m. he returned from football training and decided to make himself some hot chips. While the chips were cooking, he went into the lounge room to watch the Cowboys game. The game became very heated and he forgot about the chips. When he returned to the kitchen, the stove was on fire. He tried to put out the fire with the kitchen tap but was unable to contain it. He escaped outside and the fire brigade arrived.

Mr Slater was born on 30 January 1984. He is a **self-employed** plumber and lives at the house. He says he has contents insurance with RACQ and he knows that the owner has house insurance with the same company. His **next of kin** is his mother, Gemma Slater, who lives at 10 Ringside Street, South Brisbane Qld 4105.

A Miss Sophie Thunk, who lives at 3 Ricky Street, Soldiers Hill Qld 4825 (next door), approaches you. She says she was working out in her downstairs gym when she heard Mr Slater yelling; she looked out her window and saw smoke. She called the fire brigade at 9.11 p.m. Miss Thunk is a dance teacher and was born on 1 March 1989. She does not know Mr Slater very well but they did go on a date once.

Sergeant Fire from the Mackay Fire Station declares the fire out at 9.59 p.m. Sergeant Fire also conducts the crime scene investigation. He tells you that at this stage it appears the fire was caused by heat from the oil, which, in turn, caused the pan and adjoining wall to catch fire. There are no suspicious circumstances or fatalities from the fire.

The attending senior ambulance officer is Wayne Tennet from South Mackay Ambulance Station. Mr Tennet says Mr Slater is suffering from smoke inhalation, shock and burns to his hand but that he is stable. They are taking him to the Mackay Base Hospital.

# Travel

The gladdest moment in human life, methinks, is a departure into unknown lands.

Source: Sir Richard Burton (an English explorer, geographer, translator, writer, soldier, orientalist, cartographer, ethnologist, spy, linguist, poet, fencer and diplomat, who lived 1821–1890)

We travel not to escape life, but for life not to escape us.

Source: Anonymous

The world is a book, and those who do not travel read only one page.

Source: Saint Augustine (an early North African Christian theologian and philosopher, who lived 354–430 CE)

When One Direction broke up, singer Niall Horan went backpacking through Asia. As a member of a very successful band, he had travelled all over the world but he hadn't actually seen very much. Once his contract had ended, he took the time to see the world somewhat anonymously. Despite the fact that he was worth over 60 million dollars, he toured on a budget level. Like many young people, travel was important to him.

At the end of Year 12, some of you may choose to take time off to travel. Would you like to travel one day? Where would you go?



Backpacking is the preferred way to travel for many young people.



Hong Kong airport

## Responding

Read through this travel itinerary and answer the following questions.

### Wanderlust Travel Agency

**Destination: Hong Kong**

**Period: 5–8 January 2018**

DATE/TIME	LOCATION	EVENT	DETAIL
5 January 2018 12 a.m.	Sydney Airport	Flight to Hong Kong	Flight detail: Qantas business class
5 January 2018 10 a.m.	Hong Kong Airport Hong Kong Hotel	Arrive at Hong Kong Airport Check in at Hong Kong Hotel	Pick-up by hotel service
5 January 2018 1 p.m.	Hong Kong Hotel Hong Kong Restaurant	Meeting at Hong Kong Restaurant	Pick-up by restaurant owner
5 January 2018 7 p.m.	Hong Kong Restaurant	Dinner	Dinner at Hong Kong Restaurant
6 January 2018 6 a.m.	Hong Kong Hotel	Breakfast	Breakfast at Hong Kong Hotel
6 January 2018 7 a.m.	Hong Kong Trade Centre	Exhibition	Using MTR – Octopus Card Go to Hong Kong Train Station (next to hotel)
6 January 2018 7 p.m.	Hong Kong Restaurant	Dinner	Any place or hotel
7 January 2018 6 a.m.	Hong Kong Airport	Flight to Sydney	Flight detail: Qantas business class



### WANDERLUST TRAVEL AGENCY – QUOTE FOR TRAVEL

ITEM	
Flight: Qantas business class return 5 January 2018 7 January 2018	\$1200
Hong Kong Hotel – including transfers	\$500
Total including GST	\$1700

- 1 **Clarify** what kind of trip this appears to be. Is it a business trip, a rite of passage, a family vacation or something else? **Justify** your answer.
- 2 **Clarify** the key bookings required for this trip. For example, flights need to be booked. What else needs to be booked?
- 3 Look at the schedule. **Identify** if there is enough time to relax and explore Hong Kong.
- 4 **Express** your opinion about this trip. Would you like to take it? Why or why not?
- 5 **Consider** the job of a travel agent. What kind of personal skills would a travel agent need? Is this a job you might enjoy? **Explain** your answer.

### Creating



© Paul Topp/Dreamstime.com

Surfing is a competitive sport, so it can also be a job.

As a travel agent, you are designing a trip for a professional surfer who wants to compete on a world tour. You can choose a female or male competitor (the competition dates will be slightly different).

Step 1: Look up competition dates on the World Surf League website.



Use the dates and locations of this year if next year's dates are not up yet.

Step 2: Look up hotels and flights, including prices.

Step 3: Create a travel itinerary and a quote.

### Wait a minute!

#### I'm not planning on being a travel agent. Why do I need to plan a travel itinerary?

You may not ever work in travel but you most certainly will take a trip at one point. You need to learn how to plan, shop and budget for such a voyage. By planning a trip and creating an invoice, you will develop the skills to ensure you get the best deal and have the best possible adventure.

## Music festivals

A music festival is a live outdoor presentation of music. Festivals include a number of performers and are often genre based (i.e. they might play rock, blues, folk, jazz, classical, world music, etc.).

Festivals are usually held outdoors and equipped with tents or roofed temporary stages for the performers. They usually include other attractions such as food and merchandise vending, dance, crafts, performance art, and social or cultural activities. Many festivals are annual, or repeat at some other interval. Some, including many rock festivals, are held only once.

# The Caloundra Music Festival

Every spring, the township of Caloundra on the Sunshine Coast celebrates the popular Caloundra Music Festival. This is a non-profit family-friendly event that includes music performances, cultural programs, environmental awareness programs and community events.

The event is held at King's Beach, which is known for its vibrant night-life and various scenic attractions.



Sunshine Coast Council, Caloundra Music Festival

Many people attend the Caloundra Music Festival.

## Responding

Visit the Caloundra Music Festival website and answer the following questions.

1 **Clarify** the following.

- Name and define four kinds of events at the festival.
- Could you take a bag and expect to store it?
- Could you attend the event if you were in a wheelchair?
- Does the festival have a cashless system?

2 Now search the Internet for a review of the Caloundra Music Festival or use the review linked here. **Clarify** the following.

- In what ways does the reviewer think the Caloundra Music Festival is a good live venue?
- What does the reviewer feel are the strengths and weaknesses of the festival?

3 **Consider** other music festivals in your local area (you might need to search the web to do this). How does this one compare? Is it better? **Explain**.

4 **Judge** the website (particularly the home page). Is it effective in encouraging people to attend? What are the strengths and what are the weaknesses?

5 **Judge** the price of the tickets. Does this seem reasonable to you? **Explain**.

6 **Reflect** on the festival's green policy. Does this make it easy or more difficult for patrons? **Explain**.

7 **Evaluate** the musical line-up. Does this seem like a good variety? Would you be interested in attending? **Explain**.

8 **Appraise** the various venues. Which venue seems the best value for money? **Explain**.



Caloundra Music Festival



Caloundra Music Festival review



Sunshine Coast Council, Caloundra Music Festival

Caloundra Music Festival flyer

## Responding

**Consider** and **appraise** the flyer for the festival and answer these questions.

- 1 **Consider** the motto of the festival, 'sun, surf and soul'. Do you think it would encourage people from out of town to attend? **Explain**.
- 2 The poster is mostly band names. **Evaluate**. Is this an effective selling point?
- 3 The graphics and style of the poster are particular, dating back to the 1970s when this style was common. **Appraise** this style. Is it appealing? Is it effective? **Explain**.

## Creating

- 1 **Research** a music festival that interests you.
  - When is it on?
  - What is the musical line-up?
  - Where will it be?
  - How much will the tickets cost?

You might like to choose from Tamworth Country Music Festival, Splendour in the Grass, Falls Festival, Bluesfest, Wide Open Space, Beyond the Valley, St Jeromes Laneway Festival, Rainbow Serpent, Groovin' the Moo or Woodford Folk Festival. *Note:* If the web page does not advertise the dates or musicians for the next event, use the previous year's details.
- 2 **Create** a flyer or poster advertising the event. Remember flyers have:
  - a catchy title
  - a consistent graphic style
  - names of musicians
  - a website link
  - sponsors.
- 3 Now **create** your own music festival, located near where you live. Create a sketch of a website on which to advertise your festival. Before you do, decide on the following.
  - Choose an intended audience for this festival. The Caloundra Music Festival markets itself as a family-friendly affair. Is yours? Or is it an over-18 event?





- Choose a time and length of the festival.
  - Choose some bands that could appear (since the festival won't actually occur, you can choose any band, but your ticket price needs to reflect the quality of the bands. You'll have to charge more for tickets if it features more famous bands). You also need to look online at each band's website to ensure that the band isn't playing somewhere else.
  - Decide on a ticket price.
  - Make a musical schedule.
  - Create a list of event rules.
- 4 Now sketch your own website. **Design** a home page, events page and rules-and-regulations page. Include notes on the style and details. Keep looking back at the Caloundra Musical Festival website as an example. If you have access to a program like Dreamweaver or similar software, you could create a website (just don't let it go live).
  - 5 Look at a peer's/classmate's work. **Reflect** on their website and answer the following.
    - Is the website well designed?
    - Does the festival have a good line-up? **Explain.**
    - Would you like to attend? **Explain.**
    - Will the rules and regulations keep the event safe? What are the risks, if any?
  - 6 **Reflect** on your work in this section of the unit. Did you enjoy planning the event? Do you think you would like to work in this area? **Explain.**

## Following instruction

Have you ever wanted to add another person into a photograph? Do you know how to make an omelette? Can you braid? Are you able to get yourself a tax file number? What do you do when you need to know how to do something? Do you ask a friend? Do you look on the Internet? Do you find instructions elsewhere?

Companies often produce **procedural documents** in order to help employees understand how to perform tasks in the way the company prefers. This can serve to help the employees in their work, or it can be to avoid injury. It can also be for the legal protection of the company and the employees.

### procedural document

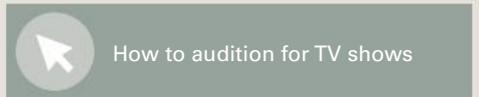
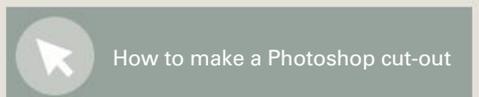
document that provides instruction on how to perform a task. This is used in the workplace to instruct an employee on how a business wants tasks performed, according to the company's policy.

### Responding

Access the 'how to' articles linked here and answer the following questions.

#### How to make a Photoshop cut-out

- 1 The article on how to make a perfect Adobe Photoshop cut-out begins by introducing a problem that photographers may have. What is the problem?
- 2 **Summarise** the six steps of Photoshop using three or four words to identify each stage.
- 3 The web page recommends using a certain computer program. What is the computer program? Do you think the website has a link to this company? If so, **judge** this document. Is it a procedural document or is it an advertisement?
- 4 Both the 'how to' articles use numbers in order to introduce the steps of the task. Do you find this helpful when learning to do a task? **Justify** your answer.
- 5 The TechRadar article finishes with a final tip. What is it?
- 6 How many of the six steps and the final tip did you already know? Judge the article. Was it useful? Was it easy to follow? Do you think you could now make a cut-out from a photograph?





### How to audition for TV shows

- 1 Like the Photoshop article, this web page divides the task into stages. It also divides the tasks into three subsections. **Identify** the three subsections.
- 2 This article uses pictures. **Consider** the use of pictures. In what ways can they be helpful?
- 3 This web page also provides readers with the opportunity to ask questions. Most of the questions that are already there are from anonymous sources. **Judge** these questions. Do you think they are real questions, or has the author written and answered them in order to clarify understanding?

### Comparison

- 1 **Compare** the two articles. Which task is more difficult? **Justify** your answer.
- 2 **Judge** the articles. Which one explains the task more effectively? **Justify** your answer.

## Creating

### context

the circumstances that form the setting for an event, statement or idea, and in terms of which the event can be fully understood

### verb

a word used to describe an action, state or occurrence; it forms the main part of the predicate of a sentence; e.g. cook, bend, cut

- 1 What can you do that might interest others? Can you do a flip on a skateboard? Do you know how to create a playlist on iTunes, Apple Music or Google Play Music? Can you make barista-style coffee? **Create** a procedural document explaining how to perform this task.
  - Step 1: Try to make this appropriate for a workplace. Establish a **context** (see examples below).
  - Step 2: Design a logo for the company.
  - Step 3: Create a heading and add an appropriate picture.
  - Step 3: Write a background paragraph. Identify what task you are going to explain. Explain why the reader might need to know how to do the task.
  - Step 4: Break down your task into steps. If there is a lot of steps, you might like to use subsections, like in the TV audition article. If not, you can just use steps as shown in the Photoshop article. Explain each step. Use simple language and short sentences. Start each step with a **verb**.
  - Step 5: Finish with a final tip.

### EXAMPLE

#### Examples of contexts

Making a coffee: this is for baristas who work at a cafe, such as the Coffee Club.

Flip on a skateboard: this is for employees of a touring company that perform at school fetes and other live performances.

Making a playlist: this is for dancers competing in a dance contest such as Get the Beat.

- 2 **Evaluate** the work of a peer. Do this in a 'gallery walk'. Your teacher will place all the pieces up in the classroom and direct you to evaluate three. Keep your feedback constructive. Avoid negative comments. Leave your peer-evaluation card for your classmate to use to improve their work.

#### Peer-evaluation card ratings

- 5 – clear and precise
- 4 – clear, easy to understand
- 3 – able to be understood
- 2 – some difficulty understanding
- 1 – I could not see this or I could not understand this



#### Peer-evaluation card

	RATING (CIRCLE)	COMMENTS
Is the company easily identifiable?	5 4 3 2 1	
Is there a title?	5 4 3 2 1	
Is there some background information to help explain the task?	5 4 3 2 1	
Is the task broken down into manageable steps?	5 4 3 2 1	
Do you think you would be able to do this task?	5 4 3 2 1	

# Making social media a job

Do you use social media? How often? What sites do you use? Since the worldwide adoption of Facebook in 2006, social media has become an integral part of most people's lives. In particular, people of your age and generation have embraced the social media networks, and they've become essential in your lives.

## A short history of social media

People have always enjoyed communicating with each other. Letters can be traced back to 550 BCE. In 1792, the telegraph was invented. This allowed messages to be delivered over a long distance more quickly than by traditional methods (horse and rider). The messages were short but they changed the way people communicated over a long distance. The telephone (1890) and radio (1891) changed communication again. Supercomputers were created in the 1940s, and traces of the Internet can be found all the way back to the 1960s, with the use of an early form of email. By the 1980s, home computers were becoming more common. Internet relay chats were first used in 1988 and continued to be popular well into the 1990s. The first recognisable social media site, Six Degrees, was created in 1997. It enabled users to upload a profile and make friends with other users.

Social media began to expand in popularity. Sites like Myspace and LinkedIn gained prominence in the early 2000s. YouTube appeared in 2005. By 2006, Facebook and Twitter became available to users throughout the world. These sites remain the most popular social networks on the Internet. Other sites, such as Tumblr, Spotify, Foursquare and Pinterest, began to fill an enduring desire for social media.

Today, there is a tremendous variety of social-networking sites available, enabling users to reach a maximum number of people in an intimate style of person-to-person communication.



Many people now make a career out of social media.

Getty Images Plus/E+/Eva Katalin Kondoros

### Responding

Not all people use social media for entertainment alone. Read the two articles linked below about the people who make a living from the Internet and how they make this happen.

 Lessons from 7 people who got rich and famous on social media

 15 inspiring entrepreneurs who built their careers around their passions through social media

1 **Clarify** the following.

- What are the key methods these people have used in order to build fame on the Internet?
- What was Susan Boyle doing for work before her video gained YouTube popularity?

- What social media site did Brittany Furlan use? How did she become famous?
- What did Amalia Ulman do before she launched her videos?
- How is Alex Lee's story different from the rest? Do you think he wanted fame?
- What are five ways people can make money from social media?

2 **Reflect** on the following.

- Wedley Esteime posts videos on YouTube with fitness and football tricks. Have you ever used YouTube to teach yourself something? What was it? Was it helpful?
- Explain.**
- These are all stories of people finding success on the Internet. It does not mention any risks. Are there any dangers? How can they be avoided?

## Creating

Is there anything you're an expert in? What social media site could you use to broadcast your talent? Create a plan or script for your video/social media page.



Feature articles can be about almost anything. Fashion is a common topic.

## Featuring the feature article

While a front-page news story tells us the latest news, a feature article has a more relaxed style. It can be found in a magazine or towards the middle of a newspaper. It can also be found on the Internet. An ezine, or zine, is an online magazine. Most magazines have a complementary ezine. Some zines exist only online (and thus save money on production since there is no need to print glossy pages). A feature article provides in-depth background information about a topic or person. It includes pictures, quotes and other graphics. Many people prefer to read feature articles, especially if they are about a topic they are interested in. There are surfing, fashion, career, design, fitness and many more kinds of feature articles and ezines.

## Responding

Visit [www.surfer.com](http://www.surfer.com) and find an article in the features section. If surfing doesn't interest you, find another website that includes feature articles instead (with approval from your teacher).



- 1 **Sketch** the layout. Identify the key features of the article in your sketch, including **headline**, **by-line**, picture, **lead-line**, **caption** and any other significant feature.
- 2 **Summarise**, in three sentences, what or who the article is about.
- 3 **Describe** the paragraphs. Are they short or long? Does this make you want to read the article? **Explain**.
- 4 **Consider** the headline. Did it capture your attention? Did the author use a play on words?
- 5 **Reflect** on the picture. Was it well chosen? Did it encourage you to read the article?
- 6 **Critique** the article. What were the strengths? What were the weaknesses? Did you enjoy reading this article? **Explain** why.

### headline

a heading at the top of an article or page in a newspaper, magazine or ezine

### by-line

a line in an article with the writer's name

### lead-line

the opening paragraph of an article. Here the writer tries to be engaging in order to encourage the reader to continue with the article. The writer might begin with a little story, or interesting fact.

### caption

title or brief explanation accompanying an illustration, cartoon or photograph

**Wait a minute!**

**Why am I learning about feature articles? I'm not going to be a writer!**

You may never write a feature article after you leave high school, but you most certainly will read one. This may be an article on the Internet about a phone you are thinking of buying, or an article shared on Facebook about a person you knew in primary school who went to jail and then turned her life around. In order to understand the article and properly use the information, you will need to understand how the article was created.

**Top seven tips of writing a feature article**

- 1 Have an interesting headline.
- 2 The first paragraph should entice the reader to read on. It might be an interesting story or a quote.
- 3 Include a relevant picture and caption.
- 4 Use short paragraphs.
- 5 Include quotes.
- 6 Your article should have a chatty and entertaining style.
- 7 Finish with a final quote.

# Assessment tasks

## Part A: Feature article for a website

### Genre

Formative written assignment – magazine article

### Context

In this unit you have studied careers and in this chapter you have focused on life in the workplace. Imagine you are working for an online website that focuses on different types of jobs, informing its young readers what the jobs are like and how they can secure them.

### Task

This task requires you to investigate a career and write a feature article about it. This includes:

- researching the career
- brainstorming and planning the article
- creating the article (include a headline, lead-line, by-line, picture and caption with the article)
- proofreading the article
- presenting the article.

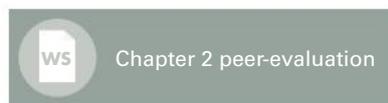
### Requirements

- Include a headline, lead-line, by-line, picture and caption with the article.
- Publish the article as it would appear on a web page.

## Part B: Evaluation

### Peer-review sheet

Give your work to a peer to read, and also read your peer's work. Mark it according to these criteria.



Shutterstock.com/Have a nice day Photo

Peer evaluation

### Peer-evaluation: feature article

CRITERIA	SUCCESSFULLY ADDRESSED? (YES/NO)	NEEDS WORK (ADD A COMMENT)
<b>KNOWLEDGE APPLICATION</b>		
Does the article represent a person or thing (such as a hobby) in a particular way?		
<b>ORGANISATION AND DEVELOPMENT</b>		
Does the article have an interesting headline?		
Has the writer used appropriate paragraphs?		
Are there quotes in the article?		
Is the article interesting?		
Is the writer's work published in an eye-catching way?		
<b>TEXTUAL FEATURES</b>		
Is there a picture?		
Is there a caption?		
Has the by-line (the writer's name) been included?		
Is there a good variety of words?		
Is there a good variety of sentences?		
Has the writer used capitals correctly?		
Has the writer avoided slang and abbreviations?		
Is the article error-free?		

# U2

## TEXTS AND HUMAN EXPERIENCES

Chapter 3: Mick Fanning, Connie Johnson and me

Chapter 4: Oceans apart

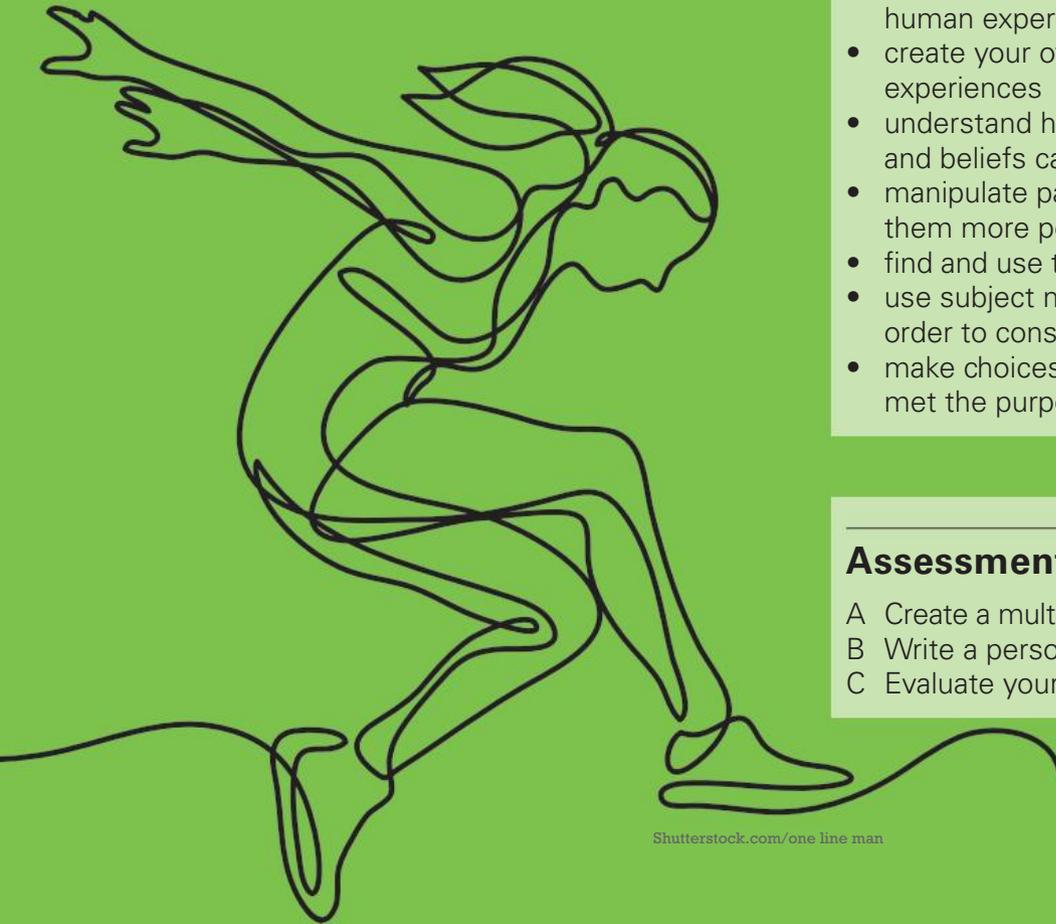
### Learning goals:

In this unit, you will respond to reflective and nonfiction texts that explore human experiences. To do this you will:

- read and understand a variety of texts about human experiences
- create your own texts about human experiences
- understand how culture, attitudes, values and beliefs can influence texts
- manipulate parts of texts in order to make them more powerful
- find and use the right subject matter in texts
- use subject matter and linking words in order to construct texts
- make choices in order to ensure you have met the purpose of texts.

### Assessment goals:

- A Create a multimodal persuasive presentation.
- B Write a personal reflection.
- C Evaluate your performance.



Shutterstock.com/one line man

# Chapter 3

## Mick Fanning, Connie Johnson and me

People are both fragile and incredibly resilient. Stories about human experience can be funny, interesting or even heartbreaking. They can also communicate different perspectives, ideas, cultural assumptions, attitudes, values and beliefs. In this unit we will explore narratives that focus on human endeavour. We will also gain the skills to identify the underlying attitudes, values and beliefs that have been communicated through these stories of success and perseverance.

### The Happiest Refugee

Anh Do is an author, comedian and artist. He has appeared in a number of television shows, including *Thank God You're Here*, *Good News Week* and *Dancing with the Stars* (coming in second). Having a passion for art, Anh has twice been selected as a finalist for The Archibald Prize. Interestingly, he also has a combined business and law degree. Anh has written a memoir called *The Happiest Refugee*.

Anh comes from humble beginnings in Vietnam. His parents were very poor. In his memoir, Anh tells the story of how his family survived five days in a fishing boat while travelling to Australia as **refugees**. The boat was attacked by pirates twice on the voyage but somehow Anh and his family made it here.



NewsPix/Hollie Adams

**refugee**  
a person who has been forced to leave their country in order to escape war, persecution or natural disaster

'There are only two times. Now and too late.' – Anh Do, *The Happiest Refugee: A Memoir*

## Responding

Anh documents his experiences in episode 1, season 1, of the TV show *Pictures of You*, an Australian talk show produced by Working Dog Productions. Search online for 'Pictures of You – Anh Do' or use the link provided to watch this segment of the show. Answer the questions to show your understanding.



Pictures of You, Anh Do

watch this segment of the show. Answer the questions to show your understanding.

- 1 **Identify** why Anh and his family were forced to leave Vietnam.
- 2 **Identify** the risks that Anh and his family faced in order to come to Australia.
- 3 **Describe** how Anh's little brother almost died.
- 4 **Describe** how Anh's family and the other refugees were saved.
- 5 **Outline** the advice that was given by his parents. He says that he hasn't achieved this yet. Do you think he means this? **Explain**.
- 6 **Identify** the significant obstacle that Anh faced in Australia.
- 7 **Consider** Anh's approach to the difficult events in his life. **Describe** his outlook. Do you think this helps him succeed? **Explain**.
- 8 **Reflect** on the way Anh tells his story. Is it interesting to watch? Why, or why not? What techniques does Anh use in order to keep his viewers engaged?
- 9 The show is hosted by Brian Nankervis. **Summarise** Brian's role. What does he do? Does he ask questions? Does he have a supporting role?
- 10 Anh is a very successful and high-profile refugee. **Consider** his impact on people. In what ways do you think he changes people's opinion of refugees?

Getty Images/Mark Kolbe



## The sixteen-year-old sailor

Jessica Watson, who was born in 1993, made headlines in 2010 when she sailed by herself around the world. She was 16 at the time. Her voyage began in Sydney on 18 October 2009. She then headed north-east, crossing the equator in the Pacific Ocean before crossing the Atlantic and Indian oceans. Watson returned to Sydney on 15 May 2010 and turned 17 three days later. Watson was named Young Australian of the Year in 2011 and was awarded a Medal of the Order of Australia the following year. She currently lives in Buderim, Queensland, working as a communications manager after having completed a marketing degree.

'You don't have to be someone special to achieve something amazing. You've just got to have a dream, believe in it and work hard.' – Jessica Watson

## Creating

Imagine that you are Brian Nankervis, the host of *Pictures of You*, and you are about to interview Jessica Watson for your show.

**Research** Jessica and then **create** a list of questions you could ask her.

Try to avoid 'closed questions'. These are questions that invite the interviewee to respond with yes or no. For example, 'Were you scared when you first sailed out of Sydney?' is a closed question. Interviewers generally use 'open questions'. These are questions that invite a longer response, such as 'Tell us about your feelings as you lost sight of Sydney.' You can rewatch the interview with Anh Do and observe how Brian interviews him.

# The cancer fighter

Connie Johnson OAM (1977–2017) was initially well known in Australia because her brother, Samuel, was a famous actor who appeared in many television series and won a Gold Logie for his role in the miniseries *Molly*. When Connie was diagnosed with cancer for the third time at age 33, she founded the Love Your Sister charity with her brother, aiming to raise \$10 million for cancer research. At the time of her death, the charity had raised almost \$6 million dollars.

Connie did not have an easy life. Her mother committed suicide when Connie was four. Her father was a writer who moved around a great deal and Connie started a new school almost every year of her early life. At age 22, she met her husband, Mike, and in 2001 they moved to Canberra, where they ran the Book Lore bookshop in Lyneham together. They married in 2004 and had two sons. Interestingly, Mike took Connie's surname.

Connie had a long history of cancer. When she was 11, she was first diagnosed with bone cancer; a tumour was found in her leg. She survived but was diagnosed with cancer again when she was 22. This was discovered at any early stage and she recovered again. In 2010, when she was 33, she was diagnosed with breast cancer, which had spread. She was given a year to live. Connie didn't agree with this prognosis.

Two years later, she started her charity and eventually raised over \$6 million. Governor-General Sir Peter Cosgrove awarded her the Medal of the Order of Australia for her services to people with breast cancer. The medal was to be presented on Australia Day 2018, but the ceremony was brought forward due to Connie's poor health. Connie died the next day.



Connie Johnson

Fairfax Syndication/Sitthixay Dithavong

## Responding

- 1 The following are all words that relate to this story. Show that you comprehend their meaning by matching them with the definitions in the table below:  
philanthropist, Garvan Institute of Medical Research, cancer, Medal of the Order of Australia, TED Talk

### DEFINITION

an Australian biomedical research institute that is focused on the major diseases that affect today's society (cancer, diabetes, osteoporosis, Alzheimer's disease, Parkinson's disease), as well as eating disorders and autoimmune and inflammatory conditions such as rheumatoid arthritis and asthma

a principal and most prestigious means of recognising outstanding members of the community at a national level; nominations are encouraged from all members of the Australian public

a disease caused by an uncontrolled division of abnormal cells in a part of the body

a video created from a presentation at the main TED (technology, entertainment, design) conference or one of its many satellite events around the world. TED Talks are limited to a maximum length of 18 minutes but may be on any topic.

a person who seeks to promote the welfare of others, especially by the generous donation of money to good causes





**Research** the story of Connie Johnson, Samuel Johnson and the Love Your Sister campaign and answer the following questions. The articles and videos linked here will help with your research.



LoveYour Sister

- 2 Connie experienced several setbacks in her life. **Explain** what they were.
- 3 On the website LoveYour Sister, the writer explains why Connie felt she needed to set up the charity with her brother. **Describe** why she needed to do this.
- 4 What did Samuel Johnson do to help? **Explain** why he quit acting.
- 5 **Document** the events of Connie and Samuel's charity in a timeline. Include all of the events that led up to them raising over \$6 million.
- 6 **Explain** how Carrie Bickmore helped the charity.
- 7 Connie shared her story in a book and a TEDTalk. **Compare** the two genres. Which one would raise the most public interest? Which one do you prefer? Why?
- 8 **Consider** how Connie's and Sam's lives were influenced by cancer. Why do you think it meant so much to them to raise money for medical research?

### Creating

Read over the biography of Connie Johnson at the beginning of this section. **Research** Samuel Johnson. **Create** his biography. Use the biography about Connie as your example.

### Tips to create a biographical excerpt

- After you have explained who the subject is, tell the events of the subject's life in chronological order (the order in which they occurred).
- Remember to use paragraphs. Each paragraph should have a single key idea.
- The first paragraph should include the year the person was born and died (if this applies). It should also include the subject's major achievements.
- A biographical excerpt is written in third person. This means you don't use words like 'me', 'I' and 'you'.
- Because this written piece is all about the same person, you will be tempted to start a lot of sentences with 'Samuel' or 'He'. Try to avoid this and vary sentence structure. If there are three sentences in a row that start with 'Samuel' or 'He', change the second one. You can do this by adding a phrase or clause (group of words) to the beginning.  
For example: 'He rode a unicycle around Australia', becomes 'Breaking a Guinness World Record, he rode a unicycle around Australia for a year.'
- Finish with some final thoughts or a final achievement.

### Wait a minute!

#### I'm not planning on becoming a writer. Why do I need to create a biographical excerpt?

Writing a biographical excerpt will help you develop your skills in writing and research. You may never write another biographical excerpt but these skills will undoubtedly transfer to other Essential English assignments (even other subjects) and parts of any job. For example, as a personal trainer you might need to research new exercise techniques for core development so you can write about them on the gym's Facebook page. The research and writing skills gained in creating a biography will help in a variety of ways, both in and out of the workplace.

# The footy player

Telling your own story is called creating an autobiography (if it is a whole book about your life) or autobiographical excerpt (if it is just about one moment in your life). Billy Slater is a famous Rugby League player, member of the premiership-winning Melbourne Storm team and the Queensland State of Origin team. Here he tells about an important moment in his life.



Cetty Images/Mark Kolbe

Billy Slater

On 16 March 2017 I played my two hundred and seventy-ninth game for the Melbourne Storm. Add twenty-seven State of Origin appearances for Queensland and twenty-five games for Australia, and this was my three hundred and thirty-first game of top-flight rugby league. But this was a game like few others.

The Melbourne Storm played the Brisbane Broncos at AAMI Park and won 14–12. To be honest, I didn't perform particularly well. Coming off the bench, I missed a few passes and didn't quite have my timing right. Normally I would have been a bit disappointed with my form. This time, I was elated.

This was the game I feared I would never play. After two operations on my left shoulder, there were times I genuinely believed I would not be able to pick up my two children again, let alone compete in a brutal sport like rugby league. To be out there running with the ball, striving to create and contribute, feeling the excitement of the crowd and sharing the triumph with my teammates, was incredible.

The lead-up to that game, and the long months of rehabilitation, gave me plenty of time to contemplate my career. I like to think I am an optimist. I'm not one who looks back. I prepare the best I can for the next game, I don't worry about the last. But when you approach the end of your career, or when injury threatens to end it prematurely, things come into focus.

At the same time as I did the hard work needed to get back on the field, I was writing this book. So I spent a lot of time contemplating the long road from my life as a kid in Innisfail in northern Queensland to elite rugby league; the great moments, the significant challenges and the many people who have helped me along the way.

Luck, circumstances and life choices have all played a part in my career. What if I had chosen to stay in Innisfail to play for my local club and not followed my dream to Brisbane Norths, where I played alongside a couple of teenagers named Cameron Smith





and Cooper Cronk? What if serious injury had kept me on the sidelines at the start of my career, not near the end? What if I had stayed at the Waterhouse stables in Sydney, not hitched a ride on a banana truck back to Innisfail and played rugby league again?

For all that, I would like to think I've made my own luck. My parents gave me and my sister a warm and loving home through their sheer hard work and loving devotion. It was an example I've followed my whole life. When the media write or talk about me, they often mention my natural gifts. I've got some speed, I can catch and use the ball, and I've had a knack for finding the tryline. But, as much as anything, I'm proud that I've done everything possible on the training track and the playing field to fulfil my potential and achieve my goals. If people take anything from my story, I hope it will be the lesson my parents taught me. You make your own luck with hard work and perseverance.

Just as I don't look back on my career that much, I don't look back in anger. There have been times I could have become angry or bitter. The salary cap penalties that saw the symbols of the Storm's hard-fought achievement removed was just one of those times. I was upset then and am still a bit disillusioned now about punishment that was far greater than any other club has received. But I would like to think looking forward instead of wallowing in the past has helped me move on and contribute to the Storm's enduring, and now undeniable, success.

The rewards for playing professional sport are significant. I grew up in a rented house as part of a family that had few luxuries. As an eighteen-year-old at Brisbane Norths, I ate rice with barbecue sauce and worked several jobs to pay the rent on my two-bedroom flat. I've since made a good living and, when my career is over, will be able to pursue some of my other dreams.

But rugby league has given me so much more than just a comfortable life. I've experienced the thrill of many great moments and big wins in front of huge crowds; I've formed lifelong friendships with club, state and national teammates; I've revelled in that shared pleasure of executing in a big game a set play that we've practised for months. Most importantly, I've started my own family with my wife Nicole and our two beautiful kids, Tyla and Jake. They have supported me in the same caring way I hope I can support them long after I've hung up my boots.

As much as the game has given me, I hope I've given something back. Rugby league is still a very tough and now highly professional sport. I've had to change my game over the years to adapt to the demands of coaches and the challenges presented by opposition teams who spend a lot of time analysing your play and trying to curtail your influence by means fair and foul. But the joy and adventure with which I played the game as a schoolboy still remains. I hope kids who watch me play realise you can maintain a sense of fun and excitement right through your career. I've come a long way, learned a lot, matured both on and off the field, and loved nearly every minute. But when I have the ball in my hand, I'm still Billy the Kid.

Source: Billy Slater, *Billy Slater Autobiography*, Ebury Australia, 2017

## Creating

You have already written a biographical excerpt about someone else. It is now time to **create** an autobiographical excerpt about yourself. This is not your entire life story (that would be a full autobiography). Instead this is about one event that was very important to you. It doesn't have to be a grand final. It could be an important test, a great holiday or anything that has shaped who you are. Use Billy's autobiographical excerpt to help you. Follow the same structure as the biography but this time you can use first person ('I', 'we', etc.).

In order to practise for your exam in Year 12, you might like to handwrite this piece.

# The surfer who survived a shark attack

Mick Fanning is a former professional surfer who won the ASP World Tour three times. In July 2015, during a surfing competition at Jeffreys Bay, South Africa, Fanning had an encounter with what's believed to be a great white shark. The shark bumped him but did not injure him.



Newspix/News Ltd

The front page of *The Courier Mail* reports Mick Fanning's close encounter with a shark

## Responding

Read the following newspaper article and answer the questions to show your understanding.

### Mick Fanning and surfers pulled from water after another shark scare at Jeffreys Bay

AUSSIE champion surfer Mick Fanning has not once but twice escaped the jaws of the ocean's most frightening predator.

Fanning was plucked from the water after yet another dramatic close call with a shark at the same beach where he was attacked two years ago in South Africa.

The men's World Surf League quarterfinal at Jeffreys Bay was suspended after a large shark was sighted about 600m from the line-up around 2.30pm local time.

Within seconds Fanning and fellow surfer Gabriel Medina were pulled from the water by jet ski patrols.

Fanning remained calm after the ordeal, seen chatting and laughing with others while they waited for the shark to exit the zone and head towards Cape Town.

'I was looking and one of the skiers moved pretty close and I was looking at him going what are you doing?,' he said.

'Then I saw him pick up John and I was like all right, we're out of here.

'I was sort of hoping to catch another wave and just go straight in.

'I'm glad I didn't do that.'

Both he and Medina said they were comfortable jumping back on the boards, Fanning joking he wanted a restart after an average score in the heat.

Fanning's history at J-Bay has been full of miracles.

In 2015, Fanning was pulled underwater by a four-metre shark in the same final before amazingly walking away unscathed after punching the great white.

The world held its breath as Fanning flailed, kicked out his legs and was knocked off his board on live TV.

When the camera found Fanning again, almost 40 seconds after first seeing the fin at his feet, he was climbing on to a jet ski.

Just 12 months later, he went on to win the 2016 J-Bay Open title in a stunning victory at the famous break.

The competition was also put on hold on Tuesday when a 2–3 metre mako was seen breaching the water close to where surfers were waiting to catch a wave. Julian Wilson, who was in the water with Fanning in 2015 when the attack happened, was surfing his fourth round heat against South Africa's Jordy Smith and Brazil's Filipe Toledo. Fanning ended up losing his quarterfinal.

Source: Chanel Kinniburgh, *The Courier Mail*, 20 July 2017

- Define** the following words from the article: predator, ordeal, unscathed and stunning. You can use a dictionary to help you. In your own words, try to explain what the words mean. Then, use the words in your own compound/complex sentences (linked sentences with two subjects or extra phrases and clauses included).
- A surfer being asked to leave an event while a shark is in the water is hardly newsworthy. **Clarify** what extra circumstance makes this story interesting.
- Being attacked by a great white shark would be a very traumatic experience. Do you think Mick has recovered from the events of 2015? **Justify** your answer with examples of his behaviour that prove that he has or has not recovered.
- Research** Jeffreys Bay. What surfing events are held there? **Define** what makes the beach a perfect spot for a world surfing competition. Is the area a known place for sharks? If so, why do they hold the events there regardless?
- Mick Fanning has now been quite close to a great white shark on two occasions. This is one of the dangers of his job as a professional surfer. **Identify** other risks to physical and emotional wellbeing faced by professional surfers.
- Even though this article was found on the web, it is a news article; a similar article was published in the newspaper on the same day by the same writer. **Propose** some of the features of the web article that may not have been in the newspaper.



Mick Fanning and surfers pulled from water after another shark scare at Jeffreys Bay

- Comment** on the headline, 'Mick Fanning and surfers pulled from water after another shark scare at Jeffreys Bay'. A headline is meant to encourage people to read the article by sparking their interest. Do you think this headline does this? Would you want to read this article if you saw it in the paper or on the Inter net? **Explain**.



Create your own caption.

- The writing under each picture is called a caption. This is where the journalist gives more detail about the photo. Look at the photo of Mick Fanning above and **create** your own caption for it. Remember to use proper sentences that describe the photo.
- Examine** the paragraphs. How long are they? Why do you think newspaper journalists keep the paragraphs so short?
- News articles often include quotes. This article includes the following quote.

'I was looking and one of the skiers moved pretty close and I was looking at him going what are you doing?' he said.  
'Then I saw him pick up John and I was like all right, we're out of here.  
'I was sort of hoping to catch another wave and just go straight in.  
'I'm glad I didn't do that.'

Notice how the writer uses inverted commas and sets out the quote so it can be easily followed by the reader. This is because newspaper journalists like to make their articles easy to follow. They know that the reader might move on to another article if their piece is not interesting or easy to understand. **Comment** on this quote. Does it make the story more interesting? **Explain** your answer.

- Newspaper articles structure their information in particular order. **Summarise** what each paragraph is about in one or two words. For example: paragraph 1 – two shark encounters.

## Taking notes

### paraphrase

to express the meaning of something (written or spoken) using different words, especially to achieve greater clarity

### misquote

to quote (a person or a piece of written or spoken text) inaccurately

### Setting up:

- Prepare a page to take notes the same way each time. Write the source (person you spoke to) and contact details (or bibliographical details if it is a website or book) at the top of the page.
- Use a ruler to draw a line down the middle of the page, dividing it into two columns. The first column (the one on the left) should take up about a third of the page. The space on the right is for you to take notes from the book, person, website or other source.
- The space on the left is for questions and notes you can add after you reflect on what you have written. The process is as follows.
  - » Listen/read and take notes in your own words – **paraphrase** instead of writing down verbatim what you hear, so it makes sense to you. However, keep in mind that an interviewee may get upset and is able to sue you if **misquoted**, so be careful when paraphrasing.
  - » If you are interviewing a person and you hear something that would make a good quote, write this down word for word.
  - » Leave spaces and lines between main ideas for revising later and adding information.
  - » You might like to develop your own consistent system of abbreviations and symbols to save time as you take notes. Make sure you include an explanation in the little column on the left so you know what it means at a later time (e.g. MF – Mick Fanning).
  - » To save time, write in phrases, not complete sentences. For example, do not write: 'Mick Fanning is an Australian professional surfer who survived an encounter with what is suspected to be a great white shark during the J-Bay Open finals in Jeffreys Bay, South Africa.' Instead, write: 'Mick Fanning, professional surfer, survived great white shark attack, Jeffreys Bay'.
  - » Use bullet points and lists where possible.
  - » Learn how to distinguish between important and trivial information.  
Important to this article: Fanning won the 2007, 2009 and 2013 ASP WorldTour (his previous wins help identify who he is).  
Not important to this article: Fanning announced that he and his wife were divorcing (this is obviously important to Mick but it has no relevance to his shark attack).
  - » Use highlighters and colour to indicate key ideas, changes in concepts or links between information.
- After you have finished making notes:
  - » Review the content of your notes by reading them aloud.
  - » Write questions/ideas in the smaller column on the left of the page.

## Creating



Shutterstock.com/wellphoto

A journalist always has to be prepared to take notes.

A big part of a journalist's job is the ability to take notes. This sometimes takes place during an interview. The journalist will record the conversation but will also take notes. You might also take notes from a web page or book. It is important you learn how to take notes. Read through the above information on note taking and then participate in the following activity.





### Task 1: Note taking

Read over this piece describing Mick Fanning's hamstring injury. Take notes as per the guidelines outlined above.

#### Hamstrung

I came back from that South Coast trip refreshed, but my heart still wasn't into competing – and it showed. I started the season off with a thirty-third at home, which felt like a disaster. I managed a fifth at Bells and a ninth in Tahiti. But then I copped a seventeenth in Fiji, and all of a sudden I felt like I was on a real downward slide. I didn't know it then, but Fiji would be my last event for nearly a year. I was down around nineteenth on the ratings and I knew what I had to do to turn things around. I'd been getting too far ahead of myself, reading magazines about how I was going to be a contender this year, filling my head with all this crap, thinking it would be easy. I had started believing what everyone else was saying.

Rip Curl had organised an Indonesian boat trip for a bunch of us, and it felt like the perfect opportunity to take some time out, just go surfing and clear my head again. I was really excited about going away. I felt like I was getting things back on track. I was just going to get healthy and strong. I wasn't drinking and felt like it was the best I'd been surfing in ages. Then it all just fell apart in an instant.

We were in the middle of nowhere, on a boat off the west coast of North Sumatra, not far from the epicentre of the tsunami that would devastate the area only six months later. The surf wasn't big, only about four to six foot. I was going along this wave and went up to do a floater, and I was on the roof of the wave when it sort of jacked up. As I came down, I tail-dropped, my back foot came off and I went into the splits. Then the wave landed on me and pushed me further into the splits and almost through my board. My hamstring muscle ripped clean off my pelvic bone. I felt this incredible pain coursing down my leg, like a cramp. Then my whole leg cramped up, and if I tried to move it just got worse. I remember being underwater, thinking, Oh, I can shake this off and paddle back out. But as I was trying to kick up, it just got worse and worse. I realised I'd done something really bad. I managed to get back on my board and copped three or four waves on the head. I was then washed into this little keyhole. I screamed and waved for the boat, holding onto my leg, because it was flopping about uselessly. I couldn't even climb onto the tender when it came to pick me up. I think I was in shock. I just had to hang on as the boat towed me over to the big boat, and then I couldn't even climb the stairs. Once they lifted me on board I was a blubbering mess. The captain could see it was bad and gave me some valium. I'd never had any pill like that before, and you could tell it kicked in straightaway because I stopped crying and started cracking jokes. We still had a ten-hour boat ride in front of us back to the mainland, and by the end of it I was writhing in agony again. Then it was still another three plane trips to get back to Australia. We had to bribe a local guy at the airport in Sibolga to get on a flight to Medan. I then flew from Medan to Singapore. In Singapore I went to see the doctor at the airport and asked him to pump me full of valium again. It was a long trip home. The reef we'd been surfing was actually raised a metre by the earthquake that caused the Boxing Day Tsunami. When I saw the devastation wrought by the disaster, I felt like I had nothing to complain about.

At that stage, I still didn't know what I'd done and figured I'd be right for Jeffreys Bay in a few weeks' time. As soon as I got home I went to see the Brisbane Broncos' team doctor, and they weren't sure how to treat it. Then Chris Prosser put me in touch with specialist Merv Cross in Sydney. I spoke to him on the phone. He knew exactly what I'd done and said, 'Get down here right away.' So I went and saw him and his partner, Dave Wood, and they booked me straight into surgery. Dr Wood passed along the bad news: 'You're out of the water for six months.' I gulped and thought, Well, I'd better hope I get the injury wildcard.





I was a bit nervous about the surgery, but I had a lot of confidence in Dr Wood. He'd done more of these operations than anyone. He basically said if I didn't get the surgery I'd never be able to run again.

'Okay, I guess I'm getting the surgery,' I said.

'We can't guarantee that you'll be able to sprint again, even with the surgery.' There was really no way of knowing if I'd ever get back to the level of surfing I'd accomplished. At that point I just thought, Oh shit. This is serious.

I remember sitting there in my robe, waiting to go into surgery. I was a bit worried about how it would go, but I was confident I was going to be okay and trying to stay positive.

I was thinking, Let's do this. I had to fast for twenty-four hours before the operation and, apart from anything else, I wanted to eat again. They put a drip in my arm, and then the nurse got this huge needle full of white liquid, and I asked, 'What's that?'

She said, 'I think you might enjoy this,' as she injected me, and I felt this cold sensation spread up my arm. I looked at her and then, BOOF, I was out cold ...

... I just came home, put my leg up for six weeks and relaxed. I didn't have any appointments. I'd sleep in till eleven in the morning, have a nap during the day and go to bed at eleven at night. And I really got to know all my mates again. Coming home for a few weeks here and there, it's hard to maintain your close friendships. It was cool to hang out and catch up with what's been going on in their lives in a way that wouldn't have been possible normally. My mates were the ones who kept me going during that time. They'd get me out of the house, drive me to get food or see a movie.

I really think everything happens for a reason, and that injury taught me a lot about myself.

I learnt a lot about diet and training. In a weird way, it was the most fun year I've had, because I had nothing to think about or worry about apart from my recovery. It was a real blessing in disguise. The doctor was great. We kept in close contact. He gave me as much information as he could, and I told him everything I could about my progress. It was a big learning curve for everyone, but I was always confident I'd get the leg right again.

Source: Tim Baker, *Surf for Your Life*, Ebury Press, 2011

### Task 2: Note taking continued

Your teacher will show you a list of stories about Australians from the TV show *Australian Story*. Vote as a class on one story you would like to watch. While you are reviewing the TV show, take notes in a similar way you did in the previous task. However, this time, you are taking notes in order to create a timeline of events. Only take notes of the events that happen. Once you have a good selection of notes, list the key events in this story.

**Create** a timeline. If you do not hear any dates, this is fine; simply list the events in the order in which they occurred.

### Creating

**Create** your own news article.

Step 1: **Select** a topic. Possibilities include:

- Scan the sports results for the weekend. Find a match in a sport that interests you.
- Watch the TV news. Find a story that could also appear in the newspaper.
- **Select** a celebrity or famous person who interests you. Something important must have happened to them recently. Find out what happened.
- Ask your teacher if anything newsworthy is happening in the school. Your article could be for the school newspaper or, more commonly, the school website. It could also be an article that might appear in a local newspaper.
- Have a look on your local council web page. Are they planning any developments? Perhaps this could be a story.
- **Research** your favourite band. What are they up to? Could any of this be newsworthy?





- Have a look at the Bureau of Meteorology website. Have any weather patterns been broken lately?
  - Do you have an interest in fashion? When was the latest fashion show in Paris? **Research** the latest fashion trends and see if you can turn that into a story.
  - Has something important happened to you or a friend recently? Perhaps you scored your first-ever A in Maths or you won a medal in your gymnastics competition. This is not the kind of event that would normally go in a newspaper, but you could write about it if you want to. You will still need to follow the newspaper style and you will need to make it interesting.
- Step 2: **Research** the article by looking at web pages or other sources. Use the note-taking skills you acquired in the previous activity.
- Step 3: Write down all of the things you would like to include in your article. **Develop** a plan.
- Step 4: Write your article.
- Step 5: Edit your article. Get a friend to read it as well.
- Step 6: Publish your article with a picture, captions, font choices and other effects that might enhance it. Use newspapers such as *The Australian* or *The Courier Mail* as a guide.

### What is a news article?

A news article discusses current or recent news of either general interest (e.g. articles in daily newspapers) or on a specific topic (e.g. articles in political or trade news magazines, club newsletters, or technology news websites).

A news article can include eyewitness accounts of the event. It can contain photographs, accounts, statistics, graphs, recollections, interviews, polls, debates on the topic, etc. Headlines can be used to focus the reader's attention on a particular (or main) part of the article.

A newspaper article has the following qualities:

#### The headline

The headline

- captures attention
- may be a play on words
- can sensationalise key elements.

#### The lead-line

The lead (or first sentence) captures the attention of the reader and sums up the focus of the story.

#### The introductory paragraph

The introductory paragraph tells the most important facts and answers the questions who, what, when, where and how.

#### Other key details

- Details and elaboration are evident in the body of the news story and flow smoothly from the lead.
- Quotes are used to add interest and support the story.
- The piece is a factual account of a newsworthy event.
- The writer attempts to be objective and show all sides to an issue. The attempt might not be successful but in a news story this should be the intention.
- The subject chosen is timely, important and/or interesting.
- Paragraphs are very short.

#### The structure

- Readers often don't read all of the article, so information must be in descending order of importance.
- The least important information should go last (this is called the tail). If the editor needs room quickly (for a late breaking story), they can 'cut off the tail' without reading the article, confident that there is nothing important there.





### Picture and caption

If there is a picture, a caption (catchy description of the picture) must be included.

### Other thoughts

- The sources of this news story are identified and reliable.
- The vocabulary is correct. The writer uses words carefully to show exact meaning and is careful not to show bias through choice of words.

Wait a minute!

### Didn't we just do a news article in the last chapter?

In the last chapter you created a *feature article*. This is more background or a chatty style of writing. For this news article you must write about something that just happened. It should be possible for this article to go on the front page of a website or newspaper.

# The soldier

Since 1990, over 290 000 brave men and women have served our country in the Australian Defence Force. From wars in Iraq and Afghanistan to **peacekeeping** missions in East Timor, Bougainville, Cambodia, the Solomon Islands, Somalia and Rwanda, our **veterans** have undertaken extraordinary tasks in defence of our nation and in support of other nations.

At Soldier On, we recognise that throughout these operations, the ADF and greater National Security Community have worked side by side. This is why we now also offer support to Australian Federal Police, Australian Border Force, Department of Foreign Affairs and Trade and other security agencies.

Our aim is to help build resilient individuals capable of developing and expanding meaningful connection with family, community and employers. Soldier On is Australia's only national **fully integrated** and holistic support services provider for our national security service personnel and their families.

We stand side by side with all of Australia's national security service personnel, HELPing them to secure their futures – just as they serve side by side to protect Australia.

Our HELP works across the following program areas:

- Health and wellbeing – psychology, social and sporting activities and programs services and service initiatives
- Employment Transition services, employment support, career development assistance
- Learning and education programs and vocational training
- Participation in social activities and programs focused on connections with family, friends and the broader community, including volunteering and sports programs.



Australian soldiers training in full gear

Alamy Stock Photo/PJF Military Collection

**peacekeeping**  
the active maintenance of a truce between nations or communities, especially by an international military force

**veteran**  
an ex-member of the armed forces

**fully integrated**  
made into a whole by bringing all parts together



**resilience**  
the capacity to  
recover quickly from  
difficulties; toughness



Soldier On HELPs individuals and families to build their **resilience** and connection by standing side by side with you to:

- Find a job or new vocation
- Learn new skills
- Be healthy and well
- Strengthen your family relationships
- Connect to mates and community networks
- Continue to serve Australia
- Participate in community, social and sporting activities.

Source: Soldieron.org.au

### Responding

- 1 What is Soldier On? **Define** their purpose.
- 2 **Identify** the people whom Soldier On try to help.
- 3 **Identify** 10 actual actions that Soldier On might do as part of their HELP program. For example, they might try to find a returned soldier a new job.
- 4 Now have a closer look at your list from the previous questions. **Consider** each task in terms of urgency and importance. Rank them by importance. For example, arranging psychological help may be at the top of your list but organising a sporting team (while useful) may have less urgency.
- 5 **Comment** on the name of this organisation, Soldier On. It has two meanings. What are they? Is it an effective name? **Explain** your answer.
- 6 **Consider** a soldier who has returned from a war zone. What might be the emotional and physical impacts of being in a war zone? Name some of the adverse (negative) effects of serving one's country.
- 7 Soldier On receives very little government funding. **Propose** how they might raise the money they need. How would they do this?

### Responding

- 1 **Define** the purpose of this advertisement. What does Legacy Australia want the reader to do?
- 2 Legacy is an Australian organisation, established in 1923 by ex-servicemen. Its purpose is to care for the dependents of deceased Australian servicemen and women. **Explain** how it is different to Soldier On.
- 3 **Consider** the words 'For each serving Australian who risks everything, a family does the same.' Are they effective/persuasive? **Explain**.
- 4 **Compare** the words and the picture. Which works better in gaining your attention? Why?
- 5 **Assess** this advertisement. Do you think it has been well created and is it useful in helping to raise awareness and funds for Legacy? **Explain**.



Show your support and buy a badge this Legacy Week.



Legacy Australia Incorporated

Legacy Australia advertisement by  
Clemenger BBDO Sydney

## Creating

### target audience

a particular group at which a product such as a film or advertisement is aimed

- 1 Imagine that you are a graphic artist. Soldier On relies on community funding to do their work. It is your task to create an advertisement that is to appear in a magazine of your choice. Look at the example advertisement in order to gain an idea of what to do.
- 2 **Create** a 200-word rationale of your advertisement. **Justify** your decisions. What platform (magazine, ezine, Instagram, Facebook, billboard, etc.) will your ad go in? Why? What picture did you use? What font did you use? What was the reason for this decision? Who is your **target audience**? What do you want your target audience to do? Do you want them to donate? Do you want them to know that the service is there in case they need it? Do you want them to support soldiers and try to understand the hardships they face on return? Write the rationale in the form of an email to your boss. Use the example below to help you.

## Wait a minute!

### I'm not a graphic artist and I don't plan on becoming one. Why should I create an advertisement?

You may never create another advertisement but you most certainly will see one. In the 1970s a person was exposed to around 500 ads per day. Research tells us that the number of ads a person sees now is around 5000 a day. Companies frequently try to manipulate people through advertising by using humour or emotion. You need to understand how advertising works, so that companies can't easily manipulate you. This will help you make informed decisions. And the best way to understand how an advertisement works is to create one!

To: Andrew Ebrington

Re: Draft advertisement

Include a topic.

Greet the person.

Hi Andrew,

Please find attached the draft copy of the advertisement for the company's new running shoes. I have decided to place the ad in Runner's World because I think our shoes appeal to runners directly and everybody who buys the magazine will have a vested interest in running and, as a result, shoes. The magazine sells very well, with an average circulation of around 710000. If we put the ad in the November issue, many runners might request the new shoes for Christmas, ready for the new running year.

I used a single photo of a woman running in the rain. She is covered in mud but her clothes are new. She is not smiling. The model I used is an actual runner so she looks fit, so many runners might aspire to look just like her.

The slogan 'For people who take running seriously' is meant to imply that the shoes are for runners who value their sport. Most runners I know are addicted, so I think this works well.

I have also included in very small font at the bottom of the page the price of the shoes and in which shops they can be found. This will help readers understand that the purpose of this advertisement is to encourage them to buy the shoe.

Thanks again for looking over this ad. I really enjoyed creating it and would like to be considered for similar projects in the future.

Sign off on the email.

Many thanks,

Sonny Granger



Tim Minchin

# Public speaking

## The comedian

Tim Minchin is an Australian comedian, actor, writer, musician and director. He was born in England but grew up in Perth, Western Australia.

Tim attended the Western Australian Academy of Performing Arts, before moving to Melbourne in 2002. In 2005, he appeared at the Melbourne International Comedy Festival and this performance helped launch his career. He has appeared in television shows such as *Californication* and various stage productions.

Tim was the composer of the award-winning show *Matilda the Musical*, based on the Roald Dahl book *Matilda*. In 2013, the University of Western Australia awarded Minchin an honorary Doctor of Letters degree for his contribution to the arts, recognising his outstanding achievements as a composer, lyricist, actor, writer and comedian. Watch the video of his speech and answer the questions below. The video and transcript are linked here, but you can also find them by searching online for 'Tim Minchin UWA graduation ceremony'.

Tim Minchin's nine life lessons

### Responding

**resonate**  
to appeal to someone in a personal or emotional way

- 1 **Explain** why Tim thought the guest speaker was the wrong choice for a software company.
- 2 Tim names nine different life lessons important for graduates. **Identify** three or four that **resonate** with you. Why did you pick out these points? If no points resonated with you, why didn't they?
- 3 In order to be entertaining, Tim uses humour. **Consider** this technique. Is humour effective as entertainment? Does it contain any risks?
- 4 **Comment** on Tim's use of voice. Does he pause for effect? How does this help him make his points? Is he expressive?
- 5 Now **consider** Tim's eye contact and gestures. Does he use these tools in order to position his audience?
- 6 **Judge** Tim's performance overall. He has been trained in performing arts and has a significant amount of experience in being in front of crowds. This speech was well received and has been frequently watched on YouTube and Facebook. Is this an effective speech in your opinion? Why? Why not? What makes it so popular?

### Creating

Tim Minchin gives nine pieces of life advice. **Consider** and **decide** upon nine of your own and list them. You might like to research some quotes or you could just use your own experiences. Make sure your advice is appropriate and could be included in a public speech such as Tim's. You might like to deliver your speech as practice for the upcoming spoken assessment task.

# The prime minister

On 26 May each year, Australia observes National Sorry Day to commemorate the historical mistreatment of our Indigenous population. The day is used to reflect on the 20th century Australian Government policy whereby Aboriginal and Torres Strait Islander children were separated from their families in the interest of turning them into ‘white’ Australians. This was often done with force; these generations of children are now referred to as the Stolen Generations.

The 1997 *Bringing Them Home* report recommended that the prime minister apologise to the Stolen Generations. However, prime minister John Howard refused to do so, stating that he ‘did not subscribe to the black armband view of history’. He did move the Motion of Reconciliation, which included an expression of ‘deep and sincere regret that Indigenous Australians suffered injustices under the practices of past generations and for the hurt and trauma that many Indigenous people continue to feel as a consequence of those practices’.

The call for an unreserved apology continued. Opposition leader Kim Beazley tried to pass a motion in parliament but it failed.

Finally, on 13 February 2008, then prime minister Kevin Rudd moved the Motion of Apology to Australia’s Indigenous peoples. The apology was Rudd’s first act of business as a new prime minister and he was the first Australian prime minister to make a formal apology to Australia’s Indigenous peoples, using the word ‘sorry’ several times.

Both these men (Rudd and Howard) were in a position of power, and their words form part of the cultural context in this country.

Watch the speech, read the transcript below and answer the questions.

The Speaker of the House (Hon Harry Jenkins MP): The Clerk.

The Clerk: Government business notice number 1, Motion offering an apology to Australia’s Indigenous peoples.

The Speaker: Prime Minister.

Prime Minister (Hon Kevin Rudd MP): Mr Speaker, I move:

That today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history.

We reflect on their past mistreatment.

We reflect in particular on the mistreatment of those who were Stolen Generations – this blemished chapter in our nation’s history.

The time has now come for the nation to turn a new page in Australia’s history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.



Kevin Rudd was the first Australian prime minister to formally apologise to Australia’s Indigenous peoples for past mistreatment. Members of the Stolen Generations were present in parliament.

Fairfax Syndication/Andrew Taylor  
Fairfax Syndication/Glen McCurtayne

→ To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.  
 And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.  
 We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.  
 For the future we take heart; resolving that this new page in the history of our great continent can now be written.  
 We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.  
 A future where this Parliament resolves that the injustices of the past must never, never happen again.  
 A future where we harness the determination of all Australians, Indigenous and non-Indigenous, to close the gap that lies between us in life expectancy, educational achievement and economic opportunity.  
 A future where we embrace the possibility of new solutions to enduring problems where old approaches have failed.  
 A future based on mutual respect, mutual resolve and mutual responsibility.  
 A future where all Australians, whatever their origins, are truly equal partners, with equal opportunities and with an equal stake in shaping the next chapter in the history of this great country, Australia.

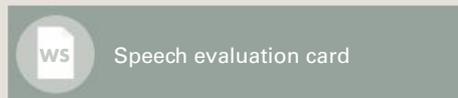
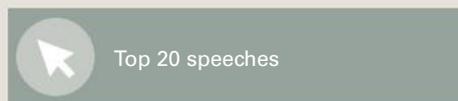
Source: Kevin Rudd, Apology to Australia's Indigenous peoples, Parliament House, Canberra, 13 February 2008

## Responding

- 1 **Define** who this speech is intended for.
- 2 **Identify** what Kevin Rudd (on behalf of the nation) apologises for.
- 3 Kevin Rudd has clearly prepared this speech and is reading from it. He does however look up frequently. **Explain** why he does this.
- 4 We are taught to vary our vocabulary. Kevin Rudd was dux of Nambour High School and clearly knows this rule. He chooses to break it, repeating some words over and over again. **Identify** what these are. Why does he do this? **Critique** his decision. Does the repeating of words make the speech more powerful? **Explain**.
- 5 Kevin Rudd indicates several things that he hopes will happen. **Identify** his key hopes for the future.
- 6 **Judge** this speech. Do you think it would have helped Indigenous people feel better? Is it enough? **Explain**.
- 7 Kevin Rudd was the first Prime Minister of Australia to say the actual word 'sorry' to Indigenous peoples in parliament. **Hypothesise** why other prime ministers had been reluctant to do so.
- 8 After leaving politics, Kevin Rudd established the National Apology Foundation and continues to work towards **reconciliation**. He has contributed \$100 000 of his own money towards the foundation. **Judge** his actions. Do you think his actions aid reconciliation? Should more be done? **Explain**.
- 9 Search online for the top 20 speeches or use the link provided. Look at two speeches that interest you. Fill out the following evaluation card for the two speeches.

### Speech evaluation card ratings

- 5 – exceeds expectations
- 4 – meets expectations well
- 3 – meets expectations
- 2 – some issues
- 1 – very poorly done



**reconciliation**  
 the restoration of  
 friendly relations





### Speech evaluation card

	SPEECH 1 RATING (CIRCLE)	COMMENTS	SPEECH 2 RATING (CIRCLE)	COMMENTS
Is the speech interesting and entertaining?	5 4 3 2 1		5 4 3 2 1	
Does the speech have a good written structure? Is it easy to follow?	5 4 3 2 1		5 4 3 2 1	
Does the speaker use persuasive techniques such as humour or passion in order to help persuade the audience?	5 4 3 2 1		5 4 3 2 1	
Does the speaker have good eye contact?	5 4 3 2 1		5 4 3 2 1	
Does the speaker use expression and pause?	5 4 3 2 1		5 4 3 2 1	

### Creating

Kevin Rudd's apology speech to the Stolen Generations can be found on a government web page. Included on the web page is a sign-language version, an audio-description version and an extended audio-description version. There is however no description of the events leading up to the apology. There are no pictures and the website itself is very plain.



Kevin Rudd's apology to Australia's Indigenous peoples

**Create** a 100-word written description of the apology and the incidents that led up to it. Use the one at the beginning of this section to help you. You can also research the policy. Your description should be neutral. Tell the readers of the web page what happened. Try not to include any overt opinion. (You will do this a little without knowing it. Every word choice is a decision that may show your opinion. At least try to be neutral.)

## Public speaking: using multimodal presentations

Speeches often contain a multimodal component. PowerPoint, Google Slides and Prezi, for example, are excellent tools to enhance your words with the inclusion of pictures or key words that your audience can use in order to help understand your message. This can be distracting (if done incorrectly) or it can support your key ideas.



Public speeches that use graphical representations, such as TED Talks, are popular new type of media.

Alamy Stock Photo/Randy Duchaine

## Responding

*Tall Tales & True* is a podcast/radio program launched by the ABC website. It presents a variety of people telling live stories from across Australia. The stories might be funny, shocking or heartwarming.



Tall Tales & True

Presented by Osher Günsberg, the show features regular and famous people telling stories that touch on a variety of issues, including mental health, sporting movements, travel, success, etc.

- 1 Log on to the ABC website *Tall Tales & True* and choose a story that interests you. **Create** a presentation that could be used to enhance the story. As part of your studies you are probably familiar with PowerPoint, Google Slides or Prezi, but read through the list of tips, below, in order to ensure you can make a great presentation.

## How to make an effective multimodal presentation

Think about the presentations you have seen at school. What helped you learn? What was interesting? Use this to help you design your presentation.

- Make sure it is visibly pleasing.
- Keep it simple. Your audience will be overwhelmed by too much detail.
- Limit bullet points and text. Too much will be difficult to follow.
- Limit transitions and animation; stick with a singular theme.
- Use high-quality pictures.
- Have a visual theme, but avoid using PowerPoint templates.
- Use appropriate charts.
- Use colour well. Pick a theme.
- Choose your fonts well. Make sure your audience can read them.

## Wait a minute!

### Aren't PowerPoints just for teachers?

PowerPoints may have begun in education but now they are used across a variety of businesses. Even if they never become part of your job, most training that you receive will involve the use of multimodal presentations. The best way to understand any presentation is to understand exactly how it is made.

# Writing to persuade: Australian of the Year

The Australian of the Year is awarded to an Australian citizen by the National Australia Day Council, a not-for-profit Australian Government organisation. This award is usually given on Australia Day (26 January) each year. Debates about the Australian of the Year Award are common and often revolve around the relative balance between winners from sport, science and the arts.

The Australian of the Year Award is given according to the following criteria:

- Demonstrated excellence in their field
- Significant contribution to the Australian community and nation
- An inspirational role model for the Australian community

There is also an award for:

- Young Australian of the Year
- Senior Australian of the Year
- Australia's Local Hero.



Professor Michelle Yvonne Simmons won the Australian of the Year Award in 2018.

## Responding

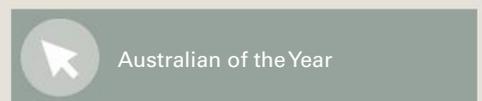
Read through the list of people who have won Australian of the Year this century.

YEAR	NAME	YEAR BORN	ACHIEVEMENT
2000	Gustav Nossal	1931	Biologist
2001	Peter Cosgrove	1947	Commander of the International Force East Timor
2002	Pat rick Rafter	1972	Tennis player
2003	Fiona Stanley	1946	Epidemiologist
2004	Steve Waugh	1965	Australian cricket team captain and humanitarian
2005	Fiona Wood	1958	Plastic surgeon and pioneer of 'spray-on skin'
2006	Ian Frazer	1953	Immunologist and inventor of the cervical cancer vaccine
2007	Tim Flannery	1956	Scientist and climate change activist
2008	Lee Kernaghan	1964	Singer
2009	Michael Dodson	1950	Indigenous leader
2010	Patrick McGorry	1953	Psychiatrist
2011	Simon McKeon	1955	Social entrepreneur
2012	Geoffrey Rush	1951	Actor and film producer
2013	Ita Buttrose	1942	Media personality
2014	Adam Goodes	1980	AFL player and Indigenous community leader
2015	Rosie Batty	1962	Campaigner against domestic violence
2016	David Morrison	1956	Equality advocate
2017	Alan Mackay-Sim	1951	Biomedical scientist treating spinal-cord injuries
2018	Michelle Yvonne Simmons	1967	Scientist and professor in quantum physics

- 1 **Demonstrate** your understanding of the terms below by matching them with their definitions. Write the word and the definition in your notebook.

TERM	DEFINITION
Psychiatrist	a specialised medical doctor trained in managing problems related to the immune system, such as allergies and autoimmune diseases
Humanitarian	a person who studies or is an expert in the branch of medicine that deals with the incidence, distribution and possible control of diseases
Immunologist	medical practitioner specialising in the diagnosis and treatment of mental illness
Biologist	concerned with or seeking to promote human welfare
Epidemiologist	an expert in or student of the branch of science concerning living organisms

- 2 **Categorise** the winners by their occupations (scientist, sportsperson, philanthropist, entertainer, Indigenous **advocate**, campaigner or other). How many are scientists? What are the other main categories?
- 3 **Categorise** the winners by gender. How many are women? Comment on the distribution.
- 4 **Identify** the winners you have heard of before. Is this the majority? Why do you think this is?
- 5 **Calculate** who the oldest winner is. Who is the youngest? (Remember to calculate their age when they won the award, not now). Does age make a difference in their achievement? **Explain**.
- 6 **Identify** if there are Indigenous Australians represented in the winners. Which categories?
- 7 Read through the process of how the winner is chosen. Do you think it is a fair process? **Justify** your answer.
- 8 Go to the Australian of the Year website and look at the nominees for Queensland this year. Who is your choice? **Justify** your answer.



### advocate

a person who publicly supports or recommends a particular cause or policy

# Assessment tasks

## Part A: Multimodal persuasive speech

### Genre

Multimodal persuasive speech

### Context

With the recent Australia Day celebrations, the local council has decided to invite speakers to present their speeches justifying their choice for Australian of the Year.

### Task

Nominate a person for Australian of the Year and **create** a multimodal presentation to persuade the panel that your person should win.

### Requirements

You may choose any individual who you feel deserves the recognition. You will need to provide evidence that this person is worthy of being named Australian of the Year. You should research the person and write a persuasive speech that includes the following information:

- an interesting introduction
- nominee's early life and background
- nominee's achievements
- key Australian values or attributes of the nominee
- conclusion.

You should include a script of your presentation. This is a multimodal performance, so you will need to include a PowerPoint presentation of relevant pictures, interesting clips from a film or documentary, or other visual features. You will need to be persuasive.

### Possible structure

#### Paragraph 1

Introduce the topic. Start with something interesting. This could be a quote, statistic or anecdote. Give three basic facts about this person and state the main reason you are nominating them for Australian of the Year.

The following are main paragraphs; remember to use the following structure (PEEL).

P – Make your point.

E – Explain.

E – Give an example.

L – Link to your next paragraph.

#### Paragraph 2

Detail the nominee's early life.

- Where was the nominee born?
- What is the nominee's family situation?
- Where did the nominee go to school?

Keep these points brief and make sure you keep them relevant to the speech topic (why this person should be Australian of the Year).

#### Paragraph 3

Detail the nominee's life achievements.

- What are the nominee's achievements?
- Has the nominee been given any special awards?
- Why do these achievements mean the nominee should be Australian of the Year?





#### Paragraph 4

Detail the nominee's Australian values and how these qualities make them a suitable candidate for Australian of the Year. How did their achievements help the country?

#### Conclusion

- Write a sentence stating who you nominate for Australian of the Year.
- Summarise their early life, any achievements or awards, and the Australian values and beliefs they have.
- Thank the audience for listening.

#### Wait a minute!

#### I'll probably never nominate someone for Australian of the Year. Why am I doing it now?

By writing and developing a speech, you will develop skills that will be useful in the workplace. You might have to nominate a person and defend the nomination in the following real-life situations.

- Many jobs, such as teaching or politics, require these skills.
- You might be an employer and need to justify to your co-workers why you choose to hire a particular person.
- You might give awards at a sporting club and have to justify your choice.

#### Public speaking tips

In order to be effective, you might want to adopt the following public speaking tips. A great speech has:

- persuasive techniques
- clear and logical structure (as outlined above)
- clear and persuasive use of voice
- open body language.

#### Persuasive techniques

These include:

- humour
- facts and statistics
- emotion
- anecdotes (little stories)
- rhetorical questions.

#### Voice

Use the 5 Ps as a reminder to use your voice.

- Projection – make sure people at the back can hear you, but don't deafen those at the front.

- Pace – keep a steady pace to make sure you don't exhaust your audience. You may like to vary the pace to keep it interesting; e.g. slow down to build tension, speed up to increase excitement.
- Pitch – vary your pitch to keep your voice interesting.
- Pronunciation – make sure all your words are clear.
- Pause – don't be afraid of a moment of silence. Pausing will give time for your ideas to sink in.

#### Your body

- Have good posture.
- Use gesture.
- Smile and use other facial expressions.
- Don't fidget.
- Keep still and centred.
- Maintain as much eye contact as possible.

## Part B: Evaluation

### Self-evaluation: multimodal persuasive speech



Chapter 3 self-evaluation

CRITERIA	SUCCESSFULLY ADDRESSED? (YES/NO)	NEEDS WORK (ADD A COMMENT)
<b>KNOWLEDGE APPLICATION</b>		
Does the speech represent the person in a particular way?		
Is the speech persuasive (will the listeners feel this person deserves to be Australian of the Year)?		
<b>ORGANISATION AND DEVELOPMENT</b>		
Does the speech start with something interesting?		
Have you used appropriate paragraphs?		
Has the speech been researched?		
Is the speech interesting?		
Does the speech include persuasive devices (such as rhetorical questions)?		
<b>TEXTUAL FEATURES AND PERSUASIVE TECHNIQUES</b>		
Are you able to make eye contact?		
Are you using gesture?		
Is your voice clear and expressive?		
Do you use pause for emphasis?		
Is there a good variety of words?		
Is there a good variety of sentences?		
Is the speech error-free?		

# Chapter 4

## Oceans apart

In the last chapter we examined texts that explore human experience. We focused on Australians who have chased dreams, overcome obstacles or led unusual lives. In this chapter we will continue to explore stories but we will turn our focus offshore and look at people across the globe. From fishermen and women in Alaska to 1950s movie stars, we will examine narratives of people who lead different lives to what we experience here in present-day Queensland. We also look at how these texts contain ideas about culture and values in both obvious and hidden ways.

## Human experiences in film

Aron Ralston was a mechanical engineer who left his job in 2002 in order to pursue his dream of becoming a mountain climber. He had the goal of climbing all of Colorado's 'fourteeners' (the 59 peaks over 4270 m in height) solo and during winter. This was something that had never been achieved before.

However, in 2003, Ralston's life plan changed dramatically. He survived a **canyoneering** accident in south-eastern Utah only to become stuck when he was pinned by a large rock. Committed to survival, Ralston amputated his own forearm with a dull pocketknife in order

**canyoneering**  
travelling in a canyon using a variety of techniques that may include walking, scrambling, climbing, jumping, abseiling and swimming



James Franco (right) plays Aron Ralston (left) in *127 Hours*.

Getty Images/George Pimentel/WireImage

## abseil

to descend a rock face or other near-vertical surface by using a doubled rope coiled round the body and fixed at a higher point

to free himself. He had been trapped in Blue John Canyon for five days and seven hours (127 hours). After he freed himself, Ralston had to make his way through the remainder of the canyon, then **abseil** down a 20 m sheer cliff face in order to reach safety.

Ralston recorded his story in an autobiography called *Between a Rock and a Hard Place* in 2004. This was later turned into the 2010 movie *127 Hours*, which starred James Franco.

## Responding

Watch the film and answer the following questions. In order to practise for your Year 12 exam, you might like to handwrite your responses.

- 1 **Explain** why Ralston initially visits Utah's Canyonlands National Park.
- 2 Ralston is an adventurer who often does dangerous sports by himself. **Define** what kind of personal traits an adventurer might have (e.g. bravery).
- 3 **Describe** how Ralston became stuck. **Document** the events that led to the accident.
- 4 **Describe** Ralston's emotions while he is trapped. How does he feel when the accident happens initially? Does this change? What does he do in order to ensure his mental and physical wellbeing?
- 5 **Describe** how Ralston's mental state deteriorates. How does the audience know that he is losing hope?
- 6 **Consider** the following quote from the film:

'Good morning, everyone! It's 6.45 Tuesday morning in BJ Canyon! The weather is great. I figure by now that Leona, my housemate – Hi, Leona! – has missed me, hopefully, since I didn't show up last night. Another hour and a half they'll miss me for not showing up at work ... Hi, Brion at work! Best case scenario is they notify the police and after a 24-hour hold they file a report, a missing person's report. Which means noon tomorrow it's official that I'm gone. I do still have the tiniest bit of water left. Well, actually, I've resorted ... I've had a couple pretty good gulps of urine that I saved in my CamelBak. I sort of let it distill ... It tastes like hell. So, it's 70 hours since I left on my bike from Horseshoe Trailhead.'

Source: *127 Hours*, directed by Danny Boyle, 20th Century Fox, 2010

Ralston is only at the beginning of his ordeal when he records the above video message. **Describe** his mindset, based on evidence in the quote.



Everest Entertainment/Kobal/REX/Shutterstock



Aron Ralston took a photo of himself 48 hours into his real-life ordeal, which helped the filmmakers recreate his experience in the film. You can view Ralston's photo at the weblink.

- 7 **Critique** the ending of the film. How does the audience know that Ralston has changed after his ordeal? Was this an effective ending? **Explain**.
- 8 The scenes early in the film were changed slightly from the actual events. In the film, Ralston encounters two hikers and takes them to a hidden pool, when in reality he just showed them some basic climbing moves. **Consider** why the co-writers (Danny Boyle and Simon Beaufoy) and director (Boyle) made this choice. What was the reason?





**melodrama**

overly sensational dramatic piece with exaggerated characters and exciting events intended to appeal to emotion

**continuity**

the maintenance of continuous action and self-consistent detail in the various scenes of a film or other text

**persevere**

to continue in a situation even in the face of difficulty or with little or no indication of success

- 9 **Judge** Franco’s acting in the film. In some scenes, the character he plays is highly desperate. Does Franco portray emotion well? Is he believable? Is there any use of **melodrama**? (Franco was nominated for an Academy Award for best actor for his work in this movie, eventually losing to Colin Firth for *The King’s Speech*.)
- 10 Ralston amputated his arm above his wrist. After he was rescued, crews returned to the canyon and recovered the remains of his hand and wrist. The rock was so heavy that they had to use a hydraulic jack to free the remains, which were later cremated. It took 13 men to complete the task. Ralston scattered the ashes over the boulder where he was trapped. Given that it took so much effort to remove the crushed remains of Ralston’s hand and wrist, **critique** his decision to amputate. Did he make the right choice? What would have happened if he did not do this? Could he have died regardless? What personal traits, skills and knowledge ensured his survival?
- 11 An interesting effect of the film and book is the increase in the number of people travelling to the same area. As a result, the number of people who experience incidents in the area has also increased. Since 2005 (Ralston’s biography came out in 2004), more than two dozen rescues have been performed in that same area – between 1998 and Ralston’s incident, none were reportedly needed. **Reflect** on this statistic. What about the film or book would encourage people to travel there? Why do you think the number of incidents is so high?
- 12 The movie includes mistakes that concern the setting. For example, during the flashback to the game when Ralston’s girlfriend walks out on him, an ad for the Motorola phone Droid can be seen, although there was no such thing at the time. Other mistakes concerned **continuity**: the film takes place over six days, but Ralston’s facial hair never increases in length over the course of the movie. No stubble appears and his moustache and chin hair remain the same. **Reflect** on these mistakes. Did you notice them? Did you notice any other mistakes? Whose job is it to ensure the timing is correct? Do you think this kind of error interferes with the quality of the film? Given the way things change, is that kind of error ever preventable?
- 13 **Judge** the character of Aron Ralston. Do you think it was the intention of the director or actor to represent Ralston as a hero? What choices did they make in the production of the film to encourage the audience to think this? For example, there are many scenes in which Ralston is very upset. His ability to **persevere** despite being upset shows his true bravery. What other things did the director and actor do in order to encourage the audience to view Ralston in a certain way?
- 14 **Appraise** the film as a group. Who enjoyed it and who did not? Why or why not? What were your favourite parts? What jobs were performed well by the director and actors? Were there different reactions within the group? **Consider** the kind of person who might respond to the movie in the opposite way that you did. For example, you may have loved it while your peers may have hated it. **Explain** why other people might react differently to the film. Write your response in 10 lines.



James Franco and director Danny Boyle recreated Aron Ralston’s real-life experience for the film – Franco even wears the same clothes.

Alamy Stock Photo/Photo 12

# The film review

A film review is a written or spoken response to a film. You might find reviews on the Internet (on websites like IMDb), in the newspaper, or perhaps a friend might simply tell you about a movie they saw while you walk to your Essential English class together. People read or listen to reviews because they want to know more about a movie before watching it or because they've already seen the film and would like to see what other people thought.



Shutterstock.com/Roman Selutin

Many cinemagoers write film reviews on websites such as IMDb.

## The review genre

A film review always contains bias. It is one person's opinion and is of course influenced by personal tastes, preferences and previous experiences. Reviews follow their own patterns. Often, they include a title and a rating. The reviewer describes many elements, such as the plot, acting and effects. However, a reviewer must never give away the ending unless they clearly state that the review includes a 'spoiler', or they will experience the anger of every person who reads (or listens to) the review.

### Title

The title should not include the actual film's name. It should reflect your opinion.

### Introduction

In the introduction of a novel/film/television show, you should mention:

- the name of the movie
- the director

- briefly what the movie is about
- briefly what your opinion is.

### Paragraphs

Every review must have paragraphs. Each paragraph needs:

- a topic sentence
- supporting detail
- a concluding or linking sentence.

Paragraphs could be about the plot, directing, effects, acting or any other areas that are relevant. Remember to describe and analyse. Every paragraph should be around four or five sentences. A paragraph should never be one sentence. That is far too short.

### Conclusion

The conclusion should include:

- an overall opinion
- a rating
- a recommendation.

Read through the following reviews of *127 Hours* and answer the questions below.

Danny Boyle candidly, but not too explicitly, reimagines the grueling, real-life story of Aron Ralston's canyoneering accident.

I have never before seen something yucky on screen make an entire cinema audience suddenly hunch forward and bury their heads in their laps at the same time, as if in some secular mosque for wimps. But that's what we all did during Danny Boyle's new movie, *127 Hours*, the grueling true-life story of Aron Ralston, a twentysomething guy who in 2003 went hiking and climbing in the breathtakingly beautiful Blue John Canyon in Utah and got his arm immovably trapped under a boulder. After days of frantic screaming, futile tugging and fruitless shoving, with food and water close to zero, Ralston looked at the knife he'd brought with him and began to weigh up what our politicians call the 'hard choices' about what he now had to leave behind.

James Franco plays Ralston, on screen in close-up for pretty much the entire time, and his face nicely conveys his transition from smug extreme-sports badass to very scared little boy, contemplating something that would terrify any adult ...

Ralston's sport is not, in fact, precisely hiking or climbing but something in between: 'canyoneering', of which I confess I hadn't heard before this. The canyoneer appears to brace himself in the rock crevice and go into a semi-controlled free-fall slither. This, on its own, was quite scary enough for me. On a dangerous high from a romantically charged encounter with two attractive female hikers, and with a promise of a party later, Ralston swaggers off solo, brimming with hubris and has his terrible accident with the boulder. The implacable mass of trillion-year-old rock meets quivering flesh: the vast, unimaginable forces of geology and geography engulf this tiny, vulnerable life. My reservation about the film is that I found myself wanting to see a factual movie about Aron Ralston — something like *Touching the Void*, Kevin Macdonald's classic 2003 talking-head documentary about luckless climbers in the Peruvian Andes. A film like this would have got closer to what was going on in Ralston's head and heart. And scenes showing Ralston creating his Blair-Witch-type video diary inevitably made me long to see the real thing, but Aron Ralston himself, understandably, refuses to let this intensely painful footage be shown.

Well, there's no doubt about the skill and flair with which Boyle re-imagines Ralston's awful jam, candidly but not too explicitly showing how he got out of it; Franco's performance is winning yet unsentimental and the landscape images conjured by cinematographers Anthony Dod Mantle and Enrique Chediak are tremendous.

Source: Peter Bradshaw, *The Guardian*, 29 October 2010 Copyright Guardian News & Media Ltd 2018

### Danny Boyle takes us inside the agony of trapped hiker Aron Ralston.

This film is like a cave painting for our times. Danny Boyle treats the story of Aron Ralston, the hiker who spent 127 hours trapped in a canyon in Utah in 2003, as a chance to get rid of a lot of the noise of modern life. A mobile phone can't save him, nor a text. Ralston was 27 years old, his forearm wedged beneath a boulder in a slot canyon a metre wide, a long way from help. He hadn't told anyone where he was going, he was running out of water and he had nothing in his backpack except a few ropes and an old Chinese-made multi-tool. The pre-credits montage shows him packing in a blur for a weekend's hiking in the Canyonlands National Park, so cavalier about his own safety — or perhaps so arrogant about his capacities — that he leaves his Swiss Army knife at the back of his wardrobe, rather than grab a stool to look for it. Big mistake. The situation leads us back to one very fundamental question, which is why I say this is a modern cave painting. What would you do to save your own life? Not just how to kill the woolly mammoth, but could you do it?

The story of what Ralston did made world headlines and led to his book, the aptly titled *Between a Rock and a Hard Place*. British filmmaker Danny Boyle (*Slumdog*



Millionaire, *Shallow Grave*, *Trainspotting*) read it and saw a movie, which is remarkable in itself, given how much dread is already built in for much of the audience. We know what he's going to do and we worry that we are going to have to watch it. It is a huge weight on the story, almost as big as the rock that pinned him between two walls of sandstone in Blue John Canyon, near Moab.

There is really only one way to overcome that problem. By the time he does it, we have to want him to. That makes it a technical, and emotional, challenge for Boyle. I think that's what attracted him: the chance to do a movie with so few elements and such a primary question. It offers both a physical and spiritual challenge.

Many people won't want to see it but *127 Hours* rewards the brave. It is a remarkable film, with an astonishing performance by the vastly gifted James Franco as Ralston. Boyle and co-writer Simon Beaufoy take the film way out beyond our fears and expectations. It's the kind of material that usually turns up on brain-dead movies of the week, dressed up as 'a triumph of the human spirit'. What that usually means is something closer to the politics of Leni Riefenstahl's *Triumph of the Will*, tailored for simplistic American ideas about individualism: rugged men alone in rugged mountains, performing amazing feats of self-discipline and self-sacrifice, blah blah blah. Wilderness defeated by true grit. Leather chaps instead of lederhosen.

The film gives back some bite to the wilderness, while acknowledging the man's grit. It's a great lesson in the danger of taking the natural world for granted. Boyle shows the place as incredibly beautiful and totally impervious to this man's cry in the night. Individualism won't save him any more than modern technology.

What does help him is a sense of other people. By the time Aron is ready to make his momentous choice, there is a small crowd in the canyon with him – at least in a spiritual sense. We meet them in dreams and delirium: the girlfriend he broke up with (Clemence Poesy); the parents (Treat Williams and Kate Burton) who raised him to love hiking and wilderness; even the bubbly young women he befriended on the way into the canyon (Kate Mara and Amber Tamblyn), who invited him to a party afterwards. All of this is calculated to increase the film's already powerful sense of immediacy. The action never leaves the canyon once he is wedged, except to enter his memories. That means we share the sense of thirst, hunger and despair. We see ourselves in the crevice with him, think about our own loved ones and wonder.

In the past hundred years, movies have taken over some of the areas that religion once dominated. They scare us, educate us, teach us how to live ... Boyle's film takes us back to the campfire for a story that is painful and powerful, as well as true. We see the real Aron Ralston at the end, with wife and son. A title says he still loves to go hiking and canyoning, but he always leaves a note.

Source: Paul Byrnes, *The Sydney Morning Herald*, 5 February 2011

- 1 These reviews were posted on the Internet. **Identify** five other places where a review might appear. Do you read movie reviews? **Explain** why a person might want to read a movie review.
- 2 A common mistake students make when writing reviews is to focus too much on retelling the plot. Both of these reviews include comments on a number of areas of the film. **Identify** the key areas of the movie as mentioned in both reviews. (Examples might include plot or acting.)
- 3 Most movie reviews will include a title. The title will not just be a repeat of the movie's name. It will give a glimpse of the author's opinion or be a play on words such as 'Fifth instalment should have been terminated' (for the 2015 film *Terminator: Genisys*). **Create** an appropriate title for the first review from *The Guardian* (the first example, above).
- 4 Neither of these reviews gives away the ending of the film. **Explain** why a review should never do this.
- 5 Every novel/film/television show has a title. If you are typing the title, you should always put it in italics. If you are writing it, you should underline it. All the main words should start with a capital letter, including the first word. Rewrite the following sentences in your notebook using initial capitals and underlining for titles:





wonder woman, dunkirk and justice league are my favourite movies. i really hate blade runner, spider-man: homecoming and any movie with romance in it. i once loved x-men films but there have been so many now that i can't watch them anymore.

- 6 The review from *The Guardian* has many interesting, more difficult words (such as 'engulf' and 'futile'). Is it easy to understand? **Identify** any words you did not know. Do you think a review on the Internet should include this level of vocabulary?
- 7 The reviewer from *The Guardian* writes that Ralston will never let his own real footage of the incident be seen. **Determine** reasons for this. Why would Ralston want to keep the footage hidden? Do you agree with him? **Explain**.
- 8 The reviewer from *the Sydney Morning Herald* clearly loves this film. Vocabulary can shape meaning in texts and invite particular responses in relation to human experiences. **Identify** words that show the reviewer enjoyed the film. Also, **identify** some of the movie's strengths mentioned in the piece.
- 9 **Compare** the two reviews. Which one was more informative? Which one was more enjoyable to read? Which one was closer to your own opinion? **Explain**.

## Creating

The following films have all won Academy Awards for Best Picture.

FILM	YEAR	DESCRIPTION
<i>Slumdog Millionaire</i>	2008	The life story of a contestant on the Indian version of <i>Who Wants to Be a Millionaire?</i>
<i>The Hurt Locker</i>	2009	A film about an explosives-disposal team in the Iraq War
<i>The King's Speech</i>	2010	A British drama about a king with a speech impediment
<i>The Artist</i>	2011	A French romantic comedy-drama in the style of a black-and-white silent movie
<i>Argo</i>	2012	A CIA cover story
<i>12 Years a Slave</i>	2013	1853 memoir and slave narrative by American Solomon Northup
<i>Birdman</i>	2014	An American black comedy about a Hollywood actor famous for playing a superhero
<i>Spotlight</i>	2015	A biographical drama about investigative journalists
<i>Moonlight</i>	2016	A coming-of-age drama
<i>The Shape of Water</i>	2017	A historical romantic fantasy drama

- 1 **Select** one film that interests you and watch a scene from it. You can choose another film with the permission of your teacher.
- 2 **Create** five lines of description and five lines of analysis for the scene.



A scene from *Moonlight*

Alamy Stock Photo/Moviestore collection Ltd





EXAMPLE

### Gravity

#### Description

*Gravity* is a film about a medical engineer on her first space mission. It stars Sandra Bullock and George Clooney.

#### Analysis

'Analysis' means a detailed examination of the elements or structure of something.

Below is an analysis of the film *Gravity*. Here the writer analyses the film, giving a detailed examination of the directing, acting and effects.

*Gravity* is a sci-fi thriller that sets the standard for other films of this genre. Its strength lies in directing, acting and special effects. Director Alfonso Cuarón creates a film that is eerie and tense. His use of music coupled with unusual camera angles helps create feelings of suspense, so that the audience is completely invested in the unfolding events. Sandra Bullock received an Academy Award for Best Actress nomination, which is well deserved because she paints a realistic portrait of the terror experienced by someone whose life is in danger. Finally, the special effects really contribute to the success of the film. This is because, despite the fact that the movie was made in a studio, the use of LED lights is so good that it appears that the characters really are in space. The special effects are highly realistic and this, coupled with the excellent acting and effective directing, makes for a highly enjoyable film.

### Creating

Alamy Stock Photo/AF archive



A scene from *The Blind Side*

2 Response to stimulus task (practice for Year 12 exam):

**Create** a review of the film. Use the two reviews as an example.

In the review, you should ensure you do the following.

- Identify the film title, director and release date.
- Analyse the plot.
- Analyse the directing and film-production elements.
- Analyse the acting.
- Give your opinion about the success of the film.
- Give a star rating.

#### Conditions

- Time: 1.5 hours plus 15 minutes of planning time, delivered in one continuous session, or 90 minutes allocated over no more than three consecutive sessions
- Length: 300–400 words

#### biopic

a film about a real person

1 **Select** and watch one of the following **biopics** (or another film approved by your teacher).

- *Into the Wild*
- *Remember the Titans*
- *The Blind Side*
- *The King's Speech*
- *Walk the Line*
- *The Aviator*

# Human experiences on television

## Documentaries

*Deadliest Catch* is a documentary-style TV show that depicts the real-life adventures of staff aboard two fishing vessels in the Bering Sea (Alaska) during the crab and fishing seasons. Produced for The Discovery Channel, the show depicts the dangers experienced by the staff as they deal with difficult and heavy equipment on a deck strewn with hazards, amid highly difficult weather conditions, including gale-force winds and huge waves. Occasionally these risks extend to the camera operators filming the show. The show also includes the danger of being on a boat in the Bering Sea, in the midst of some of the coldest and stormiest waters on Earth, completely isolated, with the nearest port kilometres away. Common **themes** include the problem of rookies (affectionately named ‘greenhorns’), friendships, rivalries and the emotional issues posed by the isolation and dangers.

A narrator provides commentary connecting the storylines as the show shifts from one boat to another. The show essentially depicts an everyday (albeit unusual) working life and occasionally censors language and gestures so that it can keep its mostly PG rating.

Commercial fishing (and in particular Alaskan king-crab fishing) remains one of the most hazardous jobs with a higher-than-average fatality rate (pilots, flight engineers and loggers are listed as the next most-dangerous occupations). In one episode, the show features the true story of the events leading up to the death of Captain Phil Harris. *Deadliest Catch* reveals to TV audiences the emotional and physical toll this work can have on a human being.



A scene from *Deadliest Catch*

Alamy Stock Photo/Design Pics Inc

**theme**  
an idea that recurs in or pervades a work of art or literature

### Responding

Watch an episode of *Deadliest Catch* and answer the following questions.

Wait a minute!

#### Do we have to watch *Deadliest Catch*?

No. If you have seen the show or it doesn't interest you, your teacher might provide an alternative. Other options include:

*Short of the Week*: a free short-film site that includes a featured documentary each week detailing human experiences

*Life Below Zero*: a documentary television show that depicts the stories of people who make their living in remote areas of Alaska

*Ice Road Truckers*: a show about truck drivers who make their living crossing frozen lakes and rivers, in remote Arctic territories in Canada and Alaska

*Territory Cops*: a factual Australian television show that looks at the work of the police in the Northern Territory

**premise**  
central idea driving the text

- 1 What is the TV show about? **Define** the **premise**.
- 2 **Identify** the key risks or hazards involved in this lifestyle. **Explain** why people choose this way of life, despite the risks. **Identify** the benefits.
- 3 **Comment** on the relationships in the story. Do the people get along with their co-workers/the people they live with? What are the difficulties?
- 4 Choose one key participant in the documentary. **Compare** this person's life with your own. What are the similarities? What are the differences?
- 5 **Define** the underlying themes of the TV documentary.

# Representations of people on television

When making a show such as a TV documentary or reality program, producers will choose to represent a person in a particular way. A person on a dating reality show may be represented negatively if the producer only airs footage of them complaining, while someone else may be represented positively because they only show footage of this person speaking well of other contestants. Sometimes people who are depicted in documentaries or reality television shows argue that their **representations** have been unfair because the producers chose to show only certain footage, so what the audience saw was only one perspective.

## representation

the description or portrayal of someone or something in a particular way

## Creating

- 1 Imagine you are a producer on a television show. You have been asked to contribute to a behind-the-scenes special on the show. **Create** a brief two-minute story on the representation of a character on the show.
- 2 Your presentation should include:
  - a written copy of the speech
  - at least one clip of the show that shows evidence of how your character is portrayed
  - a visual presentation that can play behind you while you speak.

## Wait a minute!

### Why are we learning about representation in Essential English?

One of your major tasks in Year 12 will be to discuss how Australia is represented to the rest of the world. It is important to know how producers, journalists or even regular people can change the way you see a person or object, just with what they include or leave out. This way you will know if you are being manipulated. You will also know how to represent yourself positively. This can be very handy at a job interview (or even on a first date).

## Representation: the key principles

### omission

someone or something that has been left out or excluded

### Important to know

- Representations do not reflect or mirror the real world; they are selective constructions made by specific textual choices.
- These selections or choices are affected by the attitudes, beliefs and values of both the composer (the producer or the journalist) and the responder (the person watching the TV show or reading the article).
- These selections give us 'versions of reality'.
- The person creating the representations may do this consciously (trying to make the story more interesting) or unconsciously (not fully realising the impact their choices will have on the viewer or the reader).
- Representations are not fixed and can change.
- An attempt to represent or portray something in a particular light may not be successful. A producer may choose to represent a character on *Deadliest Catch* as weak by repeatedly showing scenes in which the person is crying. While other viewers may see the character negatively, you might feel differently and feel that the person is doing well at voicing their feelings.

### Techniques of representation

- **Omission:** obviously not every detail of the recording can be shown. However, by including or deciding not to include some footage, the way a person is shown or represented can be changed.
- Camera use: the way the camera films a subject can alter the viewer's perception of the person; e.g. a camera placed slightly below (and looking up at) the subject may make the subject appear more powerful.
- Sound: the music or sound that is played when the person is on film may help the audience feel a particular way.
- Narration: the narration about the actions of a person may change the way this person is perceived, or point the audience towards seeing the person in a particular way.
- Other visual techniques: aspects such as lighting can also influence how a character is perceived.

### Deconstructing a representation

- Identify what camera angles are used.
- You won't know what has been omitted, but you can at least try to imagine what else might have happened that hasn't been included.





### Suggested structure

- Identify the sound and visual techniques (include the camera angles).
  - Listen to the narration and find moments when the narrator is presenting an opinion of the subject.
  - Find other methods that shift the representation of the person towards one particular view.
- 1 Greet the viewers and welcome them to the show.
  - 2 Introduce the TV show you are discussing. Include basic facts (who it is produced by, what it is about, how long it has been airing).
  - 3 Introduce the person who has been represented (who they are, what their background is).
  - 4 Explain how the person has been represented (positively and negatively).
  - 5 Give evidence of this representation, including a scene where the character comes across negatively or positively.
  - 6 Explain what choices the producers made in order to create this representation (camera angles, sound, comparison with other people on the show).
  - 7 Conclude with final thoughts on the show and the person. You might even suggest some reasons the producers made this choice.
  - 8 Remember to match the tone of the show. Don't be too lighthearted if it is a serious show and vice versa.

## Perspectives from the past

### Marilyn Monroe

As legend has it, a journalist once asked US actress Marilyn Monroe what she wore to bed and she replied with something along the lines of 'Nothing but a few drops of Chanel No. 5'. Her answer was broadcast in the media and the impact on sales of the Chanel No. 5 perfume was significant. It was through Marilyn Monroe that we as a society began to understand the power of celebrity **endorsement**.

Marilyn Monroe was born as Norma Jean in Los Angeles in 1926. She was an actress, model and singer. Even though she was a cultural icon and one of the most influential and powerful sex symbols of the 1950s, Marilyn still struggled to overcome personal difficulties in her life.

Monroe had spent most of her childhood in foster homes and orphanages. She married at the age of 16. Her modelling career began when



Getty Images/Michael Ochs Archives

**endorsement**  
declaration of one's public approval or support

'I don't mind living in a man's world as long as I can be a woman in it.' – Marilyn Monroe

she was introduced to a photographer while working in a factory. A successful pin-up modelling career led to movie offers and she quickly became famous. Nude photos of her, taken before she was famous, could have derailed her career but instead they only heightened her fame. In roles in movies such as *Gentlemen Prefer Blondes* and *How to Marry a Millionaire*, Marilyn perfected the ‘dumb blonde’ persona, only to privately regret being portrayed this way.

Despite her success, Marilyn struggled with substance abuse, depression and anxiety. She had two highly publicised marriages, to retired baseball star Joe DiMaggio and playwright Arthur Miller, both of which ended in divorce. On 5 August 1962, she died at the age of 36 from an overdose of barbiturates at her home in Los Angeles. Although Monroe’s death was ruled a probable suicide, conspiracy theories about her death remain strong to this day because of her relationship with John F Kennedy, the US president at the time.

## Responding

- 1 More than half a century after her death, Marilyn continues to be considered a major popular cultural icon. **Explain** why she retains popularity.
- 2 Marilyn’s original name was Norma Jean. A studio executive encouraged her to change it and also to dye her hair blonde. Do you think these changes contributed to her success? **Explain**.
- 3 Many people have attempted to copy or **emulate** Marilyn. Watch Madonna’s 1984 video clip *Material Girl*. Compare it with Marilyn’s *Diamonds Are a Girl’s Best Friend*. What are the similarities? What are the differences?

**emulate**  
to match or surpass (a person or achievement), typically by imitation



Diamonds Are a Girl’s Best Friend, Marilyn Monroe



Material Girl, Madonna

- 4 Singer-songwriter Elton John wrote a tribute to Marilyn 11 years after her death, titling it ‘Candle in the Wind’. The song’s opening line is ‘Goodbye, Norma Jean’. Do you think this is a powerful beginning? **Justify** your answer. Do you think Marilyn would have liked to have her life story recorded in a song? **Explain**.
- 5 Despite her world fame, Marilyn still struggled. **Explain** why for some people wealth and fame are simply not enough.

## Creating

- 1 **Create** a **pin board** about Marilyn Monroe. Try to find a series of pictures that depict her life both as Norma Jean and as Marilyn Monroe. Use your pictures to convey meaning. The right picture would portray the story of both her fame and her personal struggle.



Pinterest

**pin board**  
a collection of pictures and ideas on a single topic. It can be virtual, on a computer screen with pictures taken from various websites, or it can be literal, a cork board with pictures pinned on it.

**Research** Marilyn’s life before you begin. There is a lot about her on the Internet. By researching the icon, you will understand how to choose pictures that represent who she truly was.

Pinterest has a large collection of images of Marilyn Monroe so you can complete your pin board on Pinterest, or search online and display your images as a presentation in PowerPoint, Google Slides, Prezi or a similar program or app.

- 2 **Create** a pin board about your own life. **Select** a variety of pictures that depict your personality and your life journey thus far. **Explain** and **justify** your choices in a presentation to the class.

EXAMPLE

### Structure

- Greet your class and show your pin board.
- Identify the overall theme of the board.
- Choose three pictures and explain why you chose them.
- Finish with a final thought about what you enjoyed or didn’t enjoy about the project.

Wait a minute!

**I'm not comfortable talking about myself.**

That's okay! Many people find public speaking difficult and talking about yourself in front of a public audience is even more difficult. If you think nervousness will detract from your ability to perform well, use your Marilyn Monroe board instead of your own. Or select another public figure of your choice. In this way you will gain public speaking experience but will be using a less risky topic.

## Perspectives of protest



Getty Images/NurPhoto



Getty Images/Afro American Newspapers/Clado

Malala Yousafzai and Martin Luther King Jr

Never be afraid to raise your voice for honesty and truth and compassion against injustice and lying and greed. If people all over the world ... would do this, it would change the earth.

Source: William Faulkner (US writer)

## Malala Yousafzai

Malala Yousafzai (born 1997 in Pakistan) is an activist for female education. Her protest journey began when the Taliban banned females from attending school in her local town.

She wrote a blog under a false name for the BBC detailing her life during the Taliban regime. A documentary was made about her life by a *New York Times* journalist. Malala became more famous giving interviews in print and on television, and she was nominated for the International Children's Peace Prize.

On the afternoon of 9 October 2012, Malala was on her school bus when a gunman entered the bus, asked other students who she was, and then shot at her when her schoolmates innocently turned and identified Malala. She was critically injured by a gunshot wound to the head, but she recovered. There was an outpouring of international support for Malala.

Malala was named by *Time* magazine as one of the 100 most influential people in the world. She also won Pakistan's first National Youth Peace Prize and spoke at the headquarters of the United Nations. The University of King's College in Halifax, Nova Scotia (Canada), awarded

Malala with an honorary doctorate and in 2014 she was announced as the corecipient of the 2014 Nobel Peace Prize. Malala attended the all-girls Edgbaston High School in Birmingham, United Kingdom, with outstanding results.

## Martin Luther King Jr

Martin Luther King Jr was an American Baptist minister, who, like Malala, was an activist. Before his death in 1968, King was a leader in the African-American civil rights movement. Due to his Christian beliefs, King preached non-violent civil disobedience in order to achieve the goal of equal civil rights.

King became a civil-rights activist early in his career. He led the 1955 Montgomery bus boycott and helped found the Southern Christian Leadership Conference in 1957. He fought against **segregation** and organised many non-violent protests.

On 3 April 1968, King delivered his 'I've been to the mountaintop' speech in Memphis, Tennessee. He was booked into the Lorraine Motel where he frequently stayed. While standing on the balcony, he was fatally shot by James Earl Ray.

### segregation

the action or state of setting someone or something apart from others

### Wait a minute!

#### This isn't Modern History! Why are we learning about Martin Luther King when he died over 50 years ago?

It is true that King is an important historical figure and students often study him in subjects like Modern History. However, King was also a dedicated man who valued a cause and eventually died for it. We can learn a lot about passion, commitment and even public speaking from him. This chapter is about individuals who change our perspectives. Martin Luther King certainly did that.

### Responding

Watch the videos of Malala Yousafzai speaking at the United Nations and Martin Luther King Jr during the March on Washington in 1963. You can search online for the videos or follow the links below. Answer the following questions.



Martin Luther King Jr speech



Malala Yousafzai speech

- 1 **Define** the objective of each speech. What are they fighting for?
- 2 **Compare** Yousafzai and King. What do they have in common? How do they differ?
- 3 **Evaluate** Yousafzai and King as public speakers. What do they do well? What verbal or non-verbal techniques help them to influence their audiences?
- 4 Initially Yousafzai did not describe herself as a feminist. **Consider** this statement. Do you think she is a feminist?
- 5 Both Yousafzai and King suffered for their cause. **Assess** their sacrifice. Do you think it was worth it?
- 6 **Assess** the impact of Yousafzai and King. Have either of these people created meaningful change? If so, how? If not, why not?
- 7 **Evaluate** the impact Yousafzai and King have on you. Who do you find more inspirational?
- 8 Singer Billy Joel cited Malala's act of courage as what got him out of the depression that had set in since the 11 September 2001 terrorist attacks in the USA. **Assess** this statement. Do you believe this? What does this tell us about Joel?
- 9 **Comment** on Yousafzai's struggle for education. Do you think students in Australia appreciate their free access to education? Do you appreciate it?

## Creating

- 1 Yousafzai has fought for gender equality, particularly in the area of education, while King was a catalyst for racial equality. **Create** a print advertisement for either issue using King or Yousafzai as the focal point. Use the following examples to help you.

Getty Images/Recep Sakar/Anadolu Agency



Shutterstock.com/paintings

These banners and posters are protesting domestic violence and human contributions to global warming.

### Steps

- Research the issue and the person for background.
- Find an appropriate picture of the subject.
- Devise a slogan using a couple of words or a statement. Examples might include 'education is for everyone' or 'equal rights for all races'.
- Publish the picture and the slogan together using graphic design or presentation software such as Adobe InDesign, PowerPoint or Google Slides.

- 2 Is there an issue that you feel strongly about? **Create** another print advertisement campaigning for meaningful change that is important to you. Use the same steps that you performed in the last task.
- 3 Now examine the advertisement of a classmate and provide the following feedback to them. Write a comment for each question. This will help your peer improve their skills.



Written advertisement peer evaluation

### Written advertisement feedback

QUESTION	ANSWER	COMMENT
Were you able to easily tell what the advertisement was about?	Yes/No	
Would the advertisement capture your attention?	Yes/No	
Was the layout of the advertisement effective?	Yes/No	
Overall, was the advertisement interesting?	Yes/No	
Did the advertisement make you stop and think?	Yes/No	
Did the advertisement encourage meaningful change?	Yes/No	

## #MeToo

#MeToo is a social media campaign that began as a protest against sexual harassment. In October 2017 many women revealed that while seeking jobs or working in the entertainment industry they were sexually harassed or treated inappropriately. The entertainment industry is notorious for this kind of behaviour because the number of people who seek work in it is significant, so the people who make decisions hold a great deal of power. Once people began talking about these kind of actions, others followed and a movement began.

**misogynistic**  
strongly prejudiced  
against women

Eventually the #MeToo campaign emerged. The phrase was first coined by social activist Tirana Burke and popularised by actress Alyssa Milano, who encouraged women to publicise their experiences via Twitter to demonstrate the widespread nature of **misogynistic** behaviour. Since then, millions of people have used the hashtag to come forward with their experiences, including many celebrities. In December 2017 the #MeToo campaigners were collectively named 2017 Time Person of the Year.



Time Person of the Year

### Responding

- 1 **Define** 'the silence breakers'. Who are they? What did they do?
- 2 The movie business has long held a reputation for treating women poorly. **Explain** why you think aspiring actresses might put up with this kind of behaviour.
- 3 The cover of the Time Person of the Year edition has the words 'The voice that launched a movement.' **Explain** what this means.
- 4 Do you think these women were brave to come forward? **Justify** your answer. How does silence help a problem continue?

### Creating

Each year *Time* magazine chooses its Person of the Year. This is a person who for better or worse has influenced the events of the year more than any other person. Not every winner has been a good person with moralistic actions. **Create** your cover for the Time Person of the Year for this year. Who do you think is the person who has changed events most significantly this year? **Design** your own cover and write a 200-word explanation, to be included in the magazine, of why you chose this person.

#### Key details

- **Select** a powerful picture to illustrate the person.
- **Select** a one-line quote to illustrate what the person has done.
- In your 200-word explanation, **explain** how the person has changed the events of the year more than any other person (remember this change does not always have to be positive).

## Personal reflection

### Bethany Hamilton: Soul Survivor

At the age of 13 Bethany Hamilton was living her dream and already making a significant impact in the world of surfing. In 2001 she won the Haleiwa Menehune Championships and got a Rip Curl sponsorship. Homeschooled and raised by parents who were also keen surfers, Bethany had dreams that appeared to be on track.

All of that changed on the morning of 31 October 2003, when she was attacked by a shark that bit off most of her arm. Somehow Bethany managed to find the courage not only to survive but to surf again. She continues to place in world surfing events, coming third in the 2016 Fiji Pro. She recorded her journey in her autobiography *Soul Surfer*.



Bethany Hamilton survived a shark attack that took most of her arm.

It came, literally, out of the blue.

I had no warning at all; not even the slightest hint of danger on the horizon. The water was crystal clear and calm; it was more like swimming in a pool, rather than the deep ocean waters in Kauai, Hawaii, where I go almost every morning to surf with my friend Alana Blanchard or the other girls on the Hanalei girls' surf team. The waves were small and inconsistent, and I was just kind of rolling along with them, relaxing on my board with my right hand on the nose of the board and my left arm dangling in the cool water. I remember thinking, 'I hope the surf picks up soon ...,' when suddenly there was a flash of gray.

That's all it took: a split second. I felt a lot of pressure and a couple of lightning-fast tugs. I couldn't make out any of the details, but I knew that the huge jaws of a fifteen-foot tiger shark covered the top of my board and my left arm. Then I watched in shock as the water around me turned bright red. Somehow, I stayed calm and started to paddle toward the beach. My left arm was gone almost to the armpit, along with a huge, crescent-shaped chunk of my red-white-and-blue surfboard ...

I didn't even scream.

People say to me, 'Weren't you terrified?' 'Didn't you think you would be eaten alive?' I guess that would be the normal reaction, but it wasn't mine. Maybe I was in shock or denial; maybe I was on autopilot. I'm not really sure, but when I look back on it now, I'm glad of one thing: I'm glad I never saw the shark closing in on me. I'm glad I never had more than a split second to wrap my brain around the fact that I was being attacked. If I had, I'm not sure I would have been so calm. I'm not sure I'd be able to live with the nightmares or ever go back in the water again ...

We had only been surfing a half hour and the waves were nothing spectacular. We were waiting for the next decent one to roll in, and Alana was floating no more than fifteen feet from me; her brother, Byron, and dad, Holt, not much farther away. I was bringing up the rear, and all of us were looking out to sea.

I had a shiny, light blue Rip Curl watch on my left hand that I was dangling in the water. I sometimes wonder if the reflection of that watch in the clear water is what attracted the shark. That's when I was suddenly aware of a large gray object closing in on my left side. He was slow and silent; he really crept up on me. If I had had my head turned I would have seen everything: the rolled-back eyes, the triangle-shaped teeth, the sandpaper-like skin, the pointy snout, the pulled back gums. Luckily, all I saw was a blur. It's funny – you would think having your arm bitten off would really hurt. But there was no pain at the time. I felt pressure and kind of a jiggle-jiggle tug, which I know now was the teeth. They have serrated edges like a steak knife and they sawed through the board and my bones as if they were tissue paper.

It was over in a few seconds. I remember seeing the water around me turn bright red with my blood. Then I saw that my arm had been bitten off almost to the shoulder. There was just a three- or four-inch stub where my limb had once been.

My reaction, Alana has told me, was amazingly matter-of-fact and in control. I just said in a kind of loud yet not panicked voice, 'I just got attacked by a shark,' and started to paddle away with one arm. I knew the shore was a very long quarter of a mile, but one thought kept repeating over and over in my head: 'Get to the beach. Get to the beach.' I also wasn't thinking that the shark was going to come back and attack me again. I wasn't trying to swim away from it, and I don't even know if it was still circling the area at the time. Now I realize I could have easily been bitten again and again. Once a shark gets a taste of you, it's been known to come back for more. But this didn't occur to me. 'Beach,' my mind screamed while my voice was silent. 'Get to the beach ...'

Byron and Holt got to me in a flash. I said out loud, to no one in particular, 'I can't believe that this happened.' Holt's face was white and his eyes were wide. 'Oh, my God!' he said, but he didn't freak out. Instead, he took control of the situation: he pushed me by the tail of my board, and I caught a small wave that washed me over the reef as I lay on my board. It's a small miracle that it was high tide. If it had been low tide, we would





have had to go all the way around the reef to get to shore – a trip of a quarter of a mile that usually takes ten minutes to paddle over reef that’s twenty to thirty feet in depth. Byron rode the same wave as I did, lying on his belly, pointing straight in to the beach. Whatever emotions Holt, Byron, and Alana were feeling they kept inside; nobody panicked or lost their head.

My arm was bleeding badly, but not spewing blood like it should with a major artery open. I know now that wounds like mine often cause the arteries to roll back, tighten. I wasn’t freaking out, but I was praying like crazy, ‘Please, God, help me. God, let me get to the beach,’ over and over again. I was afraid, but not of anything specific. Just kind of a general ‘I’ve been hurt bad and I don’t know what’s going to happen to me’ kind of fear. Holt took off his gray long sleeve rash guard. The reef was shallow at that point, only a couple of feet deep, so he stood up and tied the rash guard around the stub of my arm really tight to act as a tourniquet.

‘Hold on to my shorts and I’ll paddle you in,’ he instructed me. So I grabbed on to the bottom of his swim trunks and held on tight as he paddled both of us toward shore. Byron was already ahead of us, stroking like crazy to the beach to call 911. Holt told me to keep talking to him. He kept having me answer questions like ‘Bethany, are you still with me? How ya doing?’ I think he wanted to make sure that I didn’t pass out in the middle of the ocean. So I was talking, although I don’t know about what. I think I was just answering his questions and praying out loud and watching that shoreline get closer and closer.

It was during this, the longest part of getting to the beach – those fifteen minutes or so – that the fear began to wash over me. A thought flashed into my mind: ‘You could die.’ But I pushed any negative vibes away quickly with a prayer. ‘I’m in God’s hands,’ I remember thinking, and I forced myself back into the here and now and concentrated on holding on.

I remember seeing Alana. She was paddling next to me like always, looking mostly at the shore but sometimes glancing over to check me out. There was fear in her eyes, but she tried to hide it. As we got closer to the beach, I heard someone say, ‘Quick! Go get the lifeguard.’ I knew that it was too early for them to be on duty, so I called out a couple of times, ‘They aren’t on duty!’ But I don’t know if anybody was listening to me.

### Land at last

As we got close, Holt got off his board and pushed me the last few feet to the beach. People were gathering all around me, and Holt lifted me off the surfboard and laid me on the sand. At that point, everything went black, and I’m not sure how long I was out of it. I kept coming in and out of consciousness, struggling to make heads or tails of what was going on.

Holt got a leash from Jeff Waba, another surfer who was surfing farther out at Tunnels and had come racing in when he heard what had happened to me. They removed the rash guard and tied the surf leash – which is a lot like surgical tubing – like a tourniquet.

What happened after that is confusing, and it all tends to run together, a mix of sights, sounds, and feelings. Kind of like trying to remember a dream you had: while you’re dreaming, it all makes sense. But when you try to recall it, all you get are bits and pieces that don’t quite add up.

I remember being cold. I heard this happens when you lose lots of blood. People brought beach towels and wrapped me up in them. Everyone was concerned but they all seemed to be assuring me in some way and trying to help me remain calm and comfortable.

I remember starting to feel pain in my stump and thinking, ‘This hurts a lot.’ And I know I said, ‘I want my mom!’ a few times. Funny how when you’re scared, no matter how grown up you think you are, you do want your mommy to comfort you.

I remember being very thirsty and asking Alana for water. So she ran up to a visitor,





Fred Murray, who was jogging along the beach while the rest of his group, here on Kauai for a family reunion, relaxed at a beachfront rental home. ‘Come with me!’ he yelled, and they both raced back to get one of his family members, a man named Paul Wheeler, who was the captain and a paramedic at a Haywood, California, fire station. ‘It’s my friend, she needs water,’ said Alana. She explained, as best she could because she was so in shock, what had happened.

Paul didn’t hesitate. He bolted out the door to be by my side. ‘Don’t worry,’ he said, ‘I can help. I’m a paramedic. Everyone please stand back ...’ I remember his face and the compassion in his voice. I think everyone was relieved that there was a professional on the scene; I know it comforted me to know it. Paul examined the wound and pulled on the tourniquet. At that point, Alana came with water, but Paul advised against it. ‘I know you’re thirsty,’ he told me, ‘But you’re going to need surgery, and you want an empty stomach.’ A neighbor brought a small first-aid kit [sic] in a Tupperware container, and Paul slipped on gloves so he could wrap my wound in gauze and feel around some more. I remember wincing as he poked around, but I knew he had to do it. Paul felt my pulse. He shook his head. ‘She’s lost a lot of blood,’ he said quietly.

I remember a dog getting through the crowd and trying to lick me: he must have been worried about me too.

I remember thinking, ‘Why is the ambulance taking so long to get here? Please, please hurry!’ Byron had broken into the back of his dad’s pickup to fish out his cell phone and given all the info to the emergency operator, but no one had arrived yet on the scene. It felt like an eternity, and I could see Byron pacing.

Holt decided we couldn’t wait any longer. He and some other surfers lifted me onto Holt’s board and carried me to the parking lot, where they put me in the back of his truck. Again, I kept passing out, only catching glimpses of what was going on and bits of frantic conversation.

I remember the sirens of the emergency vehicles, high-pitched and shrill. I remember being stuck with needles and being slid on a stretcher into the back of the ambulance.

I remember most clearly what the Kauai paramedic said to me: He spoke softly and held my hand as we were pulling out of the Tunnels parking lot. He whispered in my ear, ‘God will never leave you or forsake you.’

He was right.

Source: *Soul Surfer: a True Story of Faith, Family, and Fighting to Get Back on the Board*, by Bethany Hamilton with Sheryl Berk and Rick Bundschuh. Copyright © 2004 by Bethany Hamilton. Reprinted with the permission of Pocket Books, a division of Simon & Schuster, Inc. All rights reserved.

## Responding

- Identify** why Bethany believes the shark might have been attracted to her rather than to the other surfers in the water.
- Describe** Bethany’s reaction to the attack. How was it unusual? Do you think her calm demeanour assisted in her survival? Why was it lucky that Bethany had her head turned away when the shark approached?
- Identify** who took control of the situation.
- Bethany lost over 60 per cent of her blood and her doctor labels her survival as a miracle. **Identify** the elements of good fortune or kindness that led to Bethany’s eventual survival.
- Clarify** why it was so important they reach the beach quickly.
- Clarify** why it was so important that Alana (Bethany’s best friend) try and disguise her own feelings.
- Bethany was homeschooled from the age of 13 and first surfed at a very early age. Think of yourself at 13 and **compare** yourself with who you are now. What career would you have committed yourself to, if you were forced to choose at that age? Would the answer be different today?
- Interestingly, Bethany’s dad was due to have an operation, which was cancelled because of Bethany’s emergency surgery after the shark attack. **Identify** the word that best describes the fact that the shark-attack victim was his own daughter.





- 9 **Compare** the experiences of those around Bethany. Who had the more horrific experience: Alana who was in the water while her best friend was attacked by a shark, or Bethany's dad who was forced to wait for an hour while Bethany was in surgery? Provide reasons for your choice.
- 10 **Comment** on the style of the book. Is it easy to understand? Who is the likely audience?
- 11 Bethany eventually returns to surfing and continues to perform very well in world events (with her most successful year being 2005). **Determine** whether you could do this. What does this tell us about Bethany as a person?
- 12 Earlier in this chapter, you watched a biopic about Aron Ralston, who became trapped in a canyon and eventually lost his arm. **Compare** his experience with Bethany Hamilton's. Which experience would be more terrifying? Who fought hardest for their own survival? Who was able to return to their old life more effectively?
- 13 Bethany tells of an incident in which a man walked up to her and said 'I bet you don't surf down at the Tunnels now', (the spot where she was attacked). **Judge** this man's actions. Is this an appropriate thing to say? Why or why not? How do you think this would make Bethany feel?
- 14 In 2011 the book was turned into a film starring AnnaSophia Robb and Helen Hunt, with all of the surfing scenes after the accident being filmed by Bethany herself. She was also involved in the filming process, requesting that the actual shark-attack scene be 'toned down'. **Consider** this decision. Why would Bethany make such a request? How do you think the director would have felt?



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AnnaSophia Robb (right) played Bethany Hamilton (left) in the movie version of *Soul Surfer*.

- 15 After her attack, Bethany eventually triumphs, surfing competitively on a world scale, getting married, having two children and even competing on the 25th season of *The Amazing Race* with her husband under the team name 'Soul Surfers'. **Comment** on this success. What personal traits helped Bethany overcome her **tragedy**? What difficulties would she have needed to overcome in order to achieve so much?

### tragedy

an event causing great suffering, destruction and distress, such as a serious accident, crime or natural catastrophe

# Assessment tasks

## Part A: Personal reflection

**personal reflection**  
a response to a particular stimulus. It is commonly written by an individual to explore personal experiences, feelings and events. A personal reflection is an opportunity to reconsider events, thoughts and feelings from a fresh perspective. Many blog posts are written in this style.

**infer**  
to deduce or conclude (something) from evidence and reasoning rather than from explicit statements

### Genre

Personal reflection – written response to stimulus

### Context

Aron Ralston, Malala Yousafzai, Bethany Hamilton and Martin Luther King Jr have been able to inspire many people with their stories of courage and perseverance. Who has inspired you? Is it someone famous, or is it someone who you know? Reflect on your own life journey thus far. What have been the obstacles? What have been the triumphs? Has this person helped you along the way?

### Task

**Create** a personal reflection on how a person has inspired you.

### Requirements

When creating a personal reflection, remember that it is actually made by you. Therefore, your responses will be highly individual. You should include:

- your opinions, beliefs and experiences
- similarities or contrasts to your own life (i.e. experiences you can identify with)
- your emotional state at a given moment
- sympathy for or empathy with the person who inspires you.

#### Tips for creating personal reflection

- 1 Even though this piece is about you and your thoughts, you should still minimise the use of the word 'I'. It can be **inferred** rather than used.  
Try: Bethany Hamilton is a great source of inspiration.  
Not: I have found Bethany Hamilton to be a great source of inspiration.
- 2 You will still need to justify your opinion. This means you need to give reasons for your ideas.
- 3 Talk about your journey and how your perspective changed over time.
- 4 Make sure you include an introduction and a conclusion. Remember each paragraph should have a single point.

### Possible structure

- Identify the person who inspires you. Introduce them to the reader. Who are they?
- Describe how you came to know/hear about the person. What was your initial reaction? (If you have known the person for your whole life or cannot remember meeting them, talk about an early memory.)
- Talk about how the person has influenced you.
- Talk about a particular incident in your life in which you drew inspiration from your hero.
- Talk about how you have changed. Where are you now on your life journey? Where have you been? Where do you want to go? How will this person continue to influence you?
- Finish with a final thought.



Chapter 4 peer-evaluation

Wait a  
minute!

**What if I can't think of anyone?**

If there is nobody who inspires you, think of a person who supports you and influences the shaping of the person you have become. If you prefer not to do this, you can instead simply reflect on your own life journey and your hopes for the future.

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**Part B:**  
**Evaluation**

Your teacher will mark your work and give you appropriate feedback.

# U3

## LANGUAGE THAT INFLUENCES

Chapter 5: Stand up

Chapter 6: You can't handle the truth



### LEARNING GOALS:

In this unit, you will explore local, community, national and global issues and the texts used to discuss these concerns. You will also learn how these texts contain values and representations. To do this you will:

- use patterns and conventions of genres to persuade audiences and explain perspectives on community, local and global issues
- use appropriate roles and relationships with different audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions and attitudes are shown in texts
- explain how language features and text structures shape perspectives on community, local and global issues in media texts
- select and use subject matter to support perspectives and persuade audiences
- sequence subject matter and use mode-appropriate cohesive devices to construct logical texts
- make mode-appropriate language choices in order to motivate audiences
- use language features to persuade and inform, across a variety of texts.

### ASSESSMENT GOALS:

- A Create a pitch for an advertising campaign or a persuasive speech on a community, local or global issue.
- B Create a written response to a stimulus – practice for the exam.
- C Evaluate your performance.

# Chapter 5

## Stand up

What do you think about global warming? Do you recycle? How can we take better care of the homeless people in our community? What are the issues that are important to you?

In this unit we will examine local, community, national and global issues. We will also explore how texts that concern these issues, such as documentaries or political cartoons, invite audiences to take up perspectives. You will build on the skills that you have gained through units 1 and 2, so that you can identify and appreciate the values and representations contained within such texts. You will not only read information but you will **synthesise** it. You will have opportunities to discuss, compare, create and draw conclusions about the issues that concern you.

### synthesise

to combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding

### accolade

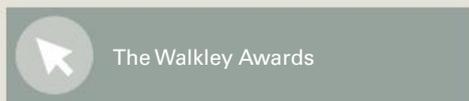
an award granted as an acknowledgement of merit

## The influence of the media

Founded in 1956 by businessman Sir William Walkley, the Walkleys are annual awards given to Australian journalists in their respective fields. Presided over by an independent panel of journalists and photographers, the Walkleys cover all areas of journalism, including print, radio, television, photography and online media. There are over 30 awards, and a Gold Award from any category is the ultimate **accolade**. The finalists are announced in October each year and the winners are revealed at a formal ceremony in late November and early December.

### Responding

Visit the Walkley Awards website and locate the list of this year's winners under 'Awards'.



### innovation

a change to something established, especially by introducing new methods, ideas or products

- 1 **Identify** all of the types of media that are awarded prizes.
- 2 Look at the winner of the **Innovation** Award. **Describe** what they innovated.
- 3 **Identify** who won the most recent Gold Walkley. **Explain** what they won it for. Gold Walkley winners always win another award. What other award did this year's winner receive?
- 4 Follow the link on the Walkley Awards website or search online for the Gold Walkley story (whether it be print or another type of media). **Explain** what the story was about. Were there any personal or professional risks involved in the production of this story?
- 5 **Judge** the story. Do you think the winner deserved to win? What made this story so noteworthy?
- 6 The media is often called the 'watchdog of society'. This means they keep an eye on what goes wrong in the world and report what they see. This is an important part of democracy because people who vote should be well informed. Find another category that interests you. **Identify** who the winner was and **explain** why they won. Is this an important story that helps keep the citizens of Australia informed about the world? **Explain**.

Wait a minute!

I'm not planning on becoming a journalist! Why do I need to learn about awards that I'll probably never win?

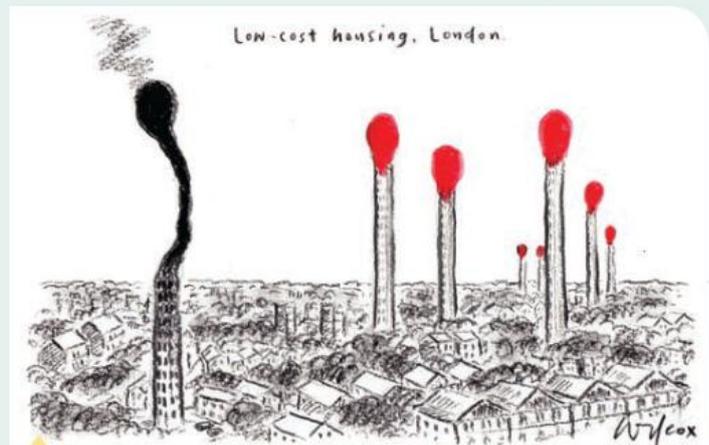
After you finish Year 12, you may never write another news story, but you will most certainly read one. The media lets us know what is happening in the world, whether it be in our country or across the globe in London. It is important you understand how the media works because you need it in order to be an informed citizen. If you're planning a trip to London, for example, and you hear about a terrorist attack, you'll need to know how to navigate all of the media reports.

Earlier in high school you studied the media extensively, so we aren't going to revise the basics. Instead we will use the Walkleys as a way of seeing how the media works and what makes a great story.

## Case study

### Cathy Wilcox

Cathy Wilcox is an Australian cartoonist and illustrator. Drawing since she was very young, Cathy attended art college and found success through her drawings. Her political cartoons frequently appear in *The Sydney Morning Herald* and *The Age* newspapers. She has twice won the Children's Book Council of Australia Picture Book of the Year Award. Recently, Cathy won a Walkley Award for her cartoon depicting the fire at Grenfell Tower in London, UK.



Cathy Wilcox won the Walkley Award for Cartoon in 2017 with this picture.

Cathy Wilcox

## Responding

- 1 **Identify** what else Wilcox has done in her career.
- 2 **Explain** what the cartoon above is about. You may need to conduct some research on the Grenfell disaster to do this.
- 3 The Grenfell disaster was a devastating event. Do you think it is an appropriate topic for a cartoonist to cover? **Explain.**
- 4 **Explain** why the judges thought it was a worthy winner. Do you agree?
- 5 In the cartoon, several of the other apartment buildings look like matches. **Determine** the warning that Wilcox is trying to make by depicting other low-cost buildings as matches.
- 6 **Reflect** on the cartoon. Has Wilcox represented the way the governing organisations have managed the housing project in a positive or negative way? **Explain.**
- 7 **Comment** on the use of colour in the cartoon. Does it make the message more dramatic? **Explain.**
- 8 **Evaluate** the cartoon. Do you think the cartoon might inspire people in the UK government who organise low-cost housing to do things differently from now on? **Explain** your answer.

## Responding

Michael Bachelard and Kate Geraghty won the Gold Walkley Award in 2017 for their 'Surviving IS: Stories of Mosul' series. Search online for the article or follow the weblink provided.



Surviving IS: Stories of Mosul

Read the article and answer the questions below.

- 1 **Identify** what the story is about. **Explain** how the research would have been conducted. What did the journalists do in order to create the story?
- 2 **Judge** the headline. Is it effective in gaining reader attention? **Explain.**
- 3 This story has many interesting effects, unlike other news stories. **Judge** the opening picture, which moves. Is this a more effective way to display an online news story, compared with a still photograph?
- 4 The story also begins in an unusual way; it starts as a story rather than the usual response to the five questions of *what, where, how, why* and *when*. Is this beginning, which reads like a narrative, an effective way of starting a story? **Explain.**
- 5 **Compare** the photos. Which one is the best? **Explain.**
- 6 Read the ending of the story. **Explain** why the people of Iraq feel that they will never have peace. Do you agree? What can be done to help them?

## Creating

**What media stories have had an impact on you?**

- 1 **Select** a story that you have seen in the news or online, heard on the radio or watched on television. You will have to choose something from a well-known source, because you will need to find the story again, and then find information about the journalist.
- 2 Imagine you work for the Walkley Awards and this piece has been awarded the Gold Award. Since all Gold Awards are winners of another category, **identify** another category this story could win.
- 3 Write a 200-word piece that could appear on the website and be read at the annual awards ceremony. Include information about the story and why it was special, and also write about the journalist who wrote it.

## Recommended structure for your written piece

- Identify the story and journalist, and where the story appeared.
- Describe why the story is special.
- Talk about the journalist, their qualifications and what they did in order to create the story. (You can use your imagination for some of this part.)
- Finish with a final message of congratulations for the winner.

## Wait a minute!

**I can't think of any story. What should I do?**

*Sixty Minutes* is an Australian television show that produces weekly news stories with in-depth discussion of a topic. You can watch an episode online. Choose a story from the episode and write about it.



60 Minutes

# Perspectives on mental health

## Beyond Blue

Beyond Blue is an independent organisation, founded in 2000, that aims to help people who suffer from depression, anxiety disorders and related mental disorders. They support individuals and work with schools, businesses, workplaces and other community organisations in order to raise awareness of **mental health** issues. Beyond Blue supports groups and individuals in person and online. It is reported that over three million Australians suffer from anxiety or depression.

Brains can have a mind of their own.

Brains are weird. They can keep you up, keep you in, make you feel on edge, or even make it hard to concentrate. If your brain is making life difficult you can find out why at [youthbeyondblue.com](http://youthbeyondblue.com)

beyondblue  
Depression Anxiety

#brainsareweird, beyondblue

**mental health**  
a person's psychological and emotional wellbeing

Beyond Blue raises awareness of mental health issues. Their #brainsareweird campaign aims to educate young people on depression, anxiety and stigma.

### Responding

-  Beyond Blue
-  Youth Beyond Blue

Visit the Beyond Blue website and answer the following questions.

- 1 **Identify** some specific groups that Beyond Blue reaches out to.
- 2 Navigate to the 'Anxiety' section of the website. **Define** anxiety. What are the symptoms? What are the causes? How can it be treated?
- 3 Read one of the personal stories. **Explain** what happened. How did the person realise they were suffering from anxiety? How did they receive help?
- 4 Navigate to the 'Healthy places' section. **Explain** how Beyond Blue is encouraging schools to take action. What is available? What does Beyond Blue want schools to do?
- 5 If you click on the 'Who does it affect?' tab, you can navigate to the 'Young people' section. There are several videos explaining issues that impact young people's mental health. Watch and **judge** the videos. As a young person, do you think other young people would find them helpful? **Explain**.
- 6 **Examine** and **compare** the Beyond Blue and Youth Beyond Blue websites. **Explain** why there are differences in how information is presented.
- 7 Beyond Blue offers 24-hour phone support and about nine hours of online chat. Which do you think would suit young people? **Explain**.
- 8 Beyond Blue also has a Twitter account and Facebook page. **Explain** how all three media could help a person suffering from mental illness.
- 9 There are many different types of mental health conditions and disorders, and a wide range of symptoms within each of them. **Explain** how a person can find help if they are not feeling well emotionally.

## Creating

Imagine you work for Beyond Blue. Form a team of three or four people.

### The task

- 1 • **Create** a specific page on the Beyond Blue website that identifies and explains a mental illness. Choose from anxiety, bipolar disorder, depression, eating disorder or another illness approved by your teacher.
  - Establish and divide up the jobs. Somebody might do the research, another person might write the text and a third person might publish the information using computer software such as Microsoft PowerPoint, Publisher, Google Slides, Prezi, InDesign, Dreamweaver, Canva or similar.

### Headings in a web page

Use these headings to help you structure your web page:

- » Definition
- » Causes
- » Symptoms
- » Treatment
- » Where to find help

(Include one paragraph per heading.)

- 2 After you have finished your group project, **create** a 200-word reflection on your teamwork activity. Did you enjoy working in a team? What did you find difficult? Did you have to work with people you don't usually interact with? **Explain** whether your team did well. Do you prefer to work in a team or alone? **Explain**. Why would employers value people who can work with a range of different team members?

### Tips for reflection

- Brainstorm your points before you begin. Create a plan.
- Keep a central theme (e.g. 'Overall this was a positive experience.')
- Include your expectations – how did you think it was going to go? How did it actually go?
- Include only one main idea per paragraph.
- Avoid personal statements, such as 'Harry was a bit of a sook.' Instead, write 'Personality conflicts interfered with our ability to get things done.'
- Finish with some final thoughts.

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Zayn Malik

## An individual perspective

Zayn Malik is a former singer from One Direction who now works as a solo artist. He also works in fashion and is reportedly worth approximately \$90 million. Zayn suffers from a mental illness. Read the following extract from his autobiography, *Zayn*.

I just couldn't go through with it. Mentally, the anxiety had won. Physically, I knew I couldn't function. I would have to pull out.

One of my team members offered to write a statement saying that I'd been taken ill, but I didn't want to do that. I was done with putting out statements that masked what was really going on. I wanted to tell the truth. Anxiety is nothing to be ashamed of; it affects millions of people every day. I know I have fans out there who have been through this kind of thing, too, and I wanted to be honest for their sake, if nothing else. When I was in One Direction, my anxiety issues were huge but, within the safety net of the band, they were at least manageable. As a solo performer, I felt much more exposed, and the psychological stress of performing had just gotten to be too much for me to handle—at that moment, at least. Rather than hiding away, sugar-coating it, I knew I had to put it all out there.

'I'm gonna tell them the truth,' I said. 'I don't want to say I'm sick. I want to tell people what's going on, and I'm not gonna be ashamed of what's happening.' My team was really supportive of my decision, and they agreed that, at this point, our best option was to be honest. That was refreshing, and it made me feel a bit more confident about putting out the statement. This is what it said:

To all those people who have been waiting to see me perform at the Capital Summertime Ball today. I flew into the UK last night to appear in my home country in front of my family, friends and, most importantly, my UK fans.

Unfortunately, anxiety, which has haunted me throughout the last few months around live performances has got the better of me ... with the magnitude of the event, I have suffered the worst anxiety of my career.

I cannot apologize enough, but I want to be honest with everyone who has patiently waited to see me. I promise I will do my best to make this up to everybody I've let down today.

I know those who suffer from anxiety will understand, and I hope those who don't can empathize with my situation.

Of course, this opened up an insane amount of speculation. All sorts of stories were flying around afterward. All I'd say is: Always take everything you read online with a pinch of salt.

I found it really frustrating that, even now that I was being upfront about what the issue was, some people still found reasons to doubt it. But that's the industry. It's an aspect of this job that I have to deal with, and I'm trying to accept it. The thing is, I love performing. I love the buzz. I don't want to do any other job. That's why my anxiety is so upsetting and difficult to explain. It's this thing that swells up and blocks out your rational thought processes. Even when you know you want to do something, know that it will be good for you, that you'll enjoy it when you're doing it, the anxiety is telling you a different story. It's a constant battle within yourself.

After I put out that statement I was blown away by just how many people got in contact, and how many people suffer from anxiety. It's so common, and that's not surprising, really. Life bombards us with pressure—Twitter, Facebook, Instagram ... everywhere online there are unattainable body images that make us feel inadequate; competitive messages that bring us down; there's pressure from our parents and our peers to excel—pressure everywhere.

When that pressure is magnified by living your life in the limelight, it can be pretty tough to handle: There's a lot of negative chat and hate out there. But what I found in the wake of my cancellation at Wembley wasn't hate but a massive amount of support from fans—people who understood, kids who were in the exact same situation as I was. Guys on Twitter were telling me how anxiety had affected their lives and saying that they were glad I had spoken up. It felt as though some good had come from the situation.

Source: Zayn Malik, *Zayn*, Penguin, 2016

## Responding

- 1 **Identify** which mental illness Zayn suffers from. **Explain** how this has impacted on his life.
- 2 **Explain** why Zayn's team members wanted to cover up his absence. Why was it important for Zayn to tell the truth?
- 3 **Explain** why Zayn's situation worsened after he left the band.
- 4 Anxiety often prevents Zayn from performing. **Explain** why this is particularly frustrating.
- 5 **Describe** how people reacted when Zayn cancelled his performance at Wembley Stadium.
- 6 **Identify** some areas that Zayn feels the pressure comes from.
- 7 Other artists, including Ellie Goulding, the White Stripes and George Michael, have also identified anxiety as a reason for cancelling concerts in the past. The White Stripes cut their 2007 tour short when Meg White was suffering from 'acute anxiety', while George Michael called off several dates in Australia in 2012 due to 'major anxiety' experienced following a serious battle with pneumonia. **Explain** why anxiety would be particularly difficult to manage if your job was performing in front of thousands of people.

## Creating

As you read above, in 2007 the White Stripes cancelled their tour because one of the members suffered from anxiety.

- 1 **Research** the band and what happened.
- 2 Read over Zayn's press release above. **Create** a similar press release for the White Stripes that could have been released when the band cancelled their tour.

## Wait a minute!

**This happened over 10 years ago. Why do I need to create a press release now?**

Creating a press release gives you practice in using language carefully. You will need to balance the needs of the artists with the public's right to know. You will learn how to phrase things in a formal and worthwhile way. Creating the press release will also help you understand more about mental illness, which is important given how many people in our country suffer from it.

# Perspectives on youth homelessness

## Homelessness in Australia

Each year a number of young people leave their home or state care and become homeless. This is not always by their own choice. In Australia, over 100 000 people are homeless and over a fifth of these are children.



Youth homelessness is increasingly a problem in Australia.

## Responding

Read through the text below, from a fact sheet produced by the not-for-profit organisation Homelessness Australia, and answer the following questions.



Homelessness in Australia

### Homelessness in Australia

255 657 people received support and almost seven million nights of accommodation were provided by specialist homelessness services in 2014–15<sup>i</sup>.

### What is homelessness

Homelessness Australia uses the Australian Bureau of Statistics (ABS) statistical definition of homelessness. The ABS statistical definition states that when a person does not have suitable accommodation alternatives they are considered homeless if their current living arrangement:

- is in a dwelling that is inadequate; or
- has no tenure, or if their initial tenure is short and not extendable; or
- does not allow them to have control of, and access to space for social relations.

People who are experiencing homelessness are usually staying in the following areas:

- Improvised dwellings, tents or sleeping out
- Supported accommodation for the homeless<sup>ii</sup>
- Temporarily with other households
- Boarding houses
- Other temporary lodging
- ‘Severely’ overcrowded dwellings.

### Why are people homeless?

Homelessness is often a result of a number of complex issues which can include:

- The chronic shortage of affordable and available rental housing
- Domestic and family violence
- Intergenerational poverty
- Financial crisis
- Long term unemployment
- Economic and social exclusion
- Severe and persistent mental illness and psychological distress
- Exiting state care
- Exiting prison
- Severe overcrowding/housing crisis.

### Impact of homelessness

Homelessness results in significant social and economic costs not just to individuals and families, but also communities and the nation as a whole.

On an individual level homelessness makes it difficult to maintain school or further study and leaves people vulnerable to long-term unemployment and chronic ill-health. Some health problems are a consequence of homelessness including depression, poor nutrition, poor dental health, substance abuse and mental health problems<sup>iii</sup>. Australians experiencing homelessness are often excluded from participating in social, recreational, cultural and economic opportunities in their community.



Homelessness in Australia



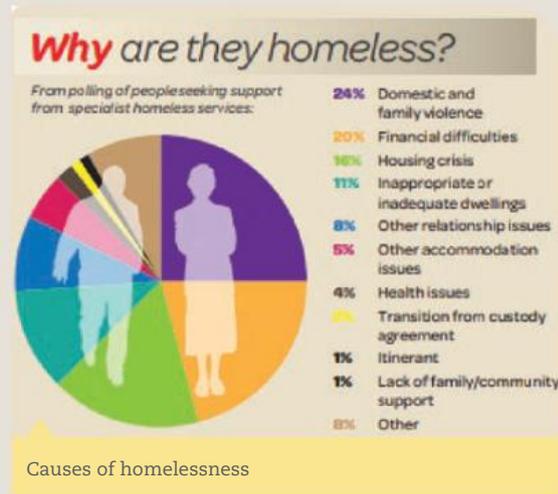
Homelessness facts



On a national level people who are experiencing homelessness are more likely to interact with a number of government agencies, such as police, Department of Community Services, Department of Juvenile Justice, Department of Corrective Services, Courts, Legal Aid, Department of Ageing, Department of Health, Housing, and Centrelink<sup>iv</sup>. Research has found that the cost of rough sleeping to the community is in excess of \$27 000 per year<sup>v</sup>, with the cost increasing the longer a person is homeless.

The cost of homelessness to our community, economy and individuals is enormous, particularly if homelessness is not resolved quickly. The current shortage of affordable and available rental homes is continuing to make getting out of homelessness more difficult for people.

The prevalence of mental illness, particularly severe and persistent axis 1 disorders such as bi-polar and schizoid type disorders and axis 2 personality disorders is higher among people experiencing homelessness than it is in the general population<sup>vi</sup>.



### The homelessness service system in Australia

In Australia services to support people experiencing homelessness began in the early twentieth century. They began with accommodation for itinerant workers or families who were homeless because of mass unemployment during the great depression.

In the 1970s new social movements such as the women's liberation and the growing voices of young people saw new service models emerge and by 1985 the Hawke Government funded the establishment of the Supported Accommodation Assistance Program (SAAP). The SAAP drew together a wide range of services that provided accommodation and support to single men and women, families, young people, and women escaping domestic and family violence.

In 2008, the Australian Government released its first ever White Paper on homelessness entitled *The Road Home* which outlined a new approach to reducing homelessness in Australia based on three pillars: turning off the tap (stopping the flow of homelessness), improving and expanding services and breaking the cycle of homelessness<sup>vii</sup>. Currently, most funding for the homelessness sector is provided through the states and territories under two Council of Australian Governments (COAG) agreements:

#### *The National Affordable Housing Agreement (NAHA)*

Under the NAHA, the Commonwealth Government provides funding to state governments, which manage the allocation of funds to achieve predefined outcomes. The NAHA provides approximately \$250 million per year for homelessness initiatives.

#### *The National Partnership Agreement on Homelessness (NPAH)*

The NPAH provides additional funding for agreed activities and requires specific state/territory implementation plans and joint funding from the states/territories. The current agreement, announced in March 2015, is for \$115 million annually.





### What needs to be done?

Ending and preventing homelessness is not as simple as getting people jobs or building houses. There are a number of investments and commitments required. These start with the Australian government and include:

- 1 State and Territory housing authorities must maintain their current public housing stock.
  - 2 The Australian Government should establish an affordable housing growth fund to deliver at least 20 000 new social and affordable housing dwellings each year in perpetuity.
  - 3 Renewal of funding for innovative homelessness services through the NPAH.
  - 4 Ensuring funding for homelessness services in the NAHA are supported through adequate and planned indexation and a wages component.
  - 5 Increase of funding for homelessness prevention and early intervention programs with proven records of success.
  - 6 Restore funding for research to measure and maximise the effectiveness of homelessness spending, and to identify and develop innovations in homelessness prevention and interventions.
  - 7 Non-pension allowance payments must be increased by a minimum of \$50 per week to give people most in need a fighting chance of meeting the costs of living.
  - 8 Re-allocate funding to the Department of Social Services grants programme for Housing and Homelessness Service Improvement and Sector Support activities.
- Homelessness is not just for the Government to solve. Homelessness is everyone's responsibility.

### References

- i AIHW, 2015 Specialist Homelessness Services 2014–15
- ii ABS, Census 2012
- iii Australian Human Rights Commission, 2008, Homelessness is a Human Rights Issue
- iv Baldrey et al, 2012, Lifecourse institutional costs of homelessness for vulnerable groups
- v Wilhelm., K, 2012, Costs of Rough Sleeping
- vi Mental Health Council of Australia, 2012, National Mental Health Report Card
- vii Australian Government, 2008, The Road Home: A National Approach to Homelessness

Source: Homelessness in Australia

- 1 **Define** homelessness, as described in the fact sheet.
- 2 **Clarify** whether more females or males are homeless. Suggest reasons for this.
- 3 **Identify** some of the causes of people becoming homeless.
- 4 **Describe** how the homelessness service system in Australia has changed over time.
- 5 **Define** the National Partnership Agreement on Homelessness (NPAH). What is its purpose? Do you think it can help?
- 6 **Describe** how being homeless can have an impact on a person. What are the long-term risks?
- 7 A number of sources have been used to create this document. **Judge** them. Which one, do you think, would have provided the best information?
- 8 What kind of people work with the homeless? **Define** the actual jobs. Does this interest you at all?



A scene from *The Oasis*



The Oasis

## The Salvation Army

One organisation that tries to help the homeless is The Salvation Army. This is a religious (Protestant) organisation and charity that assists Australians in need, including homeless Australians. The Salvation Army has over 1.5 million members in over 128 countries.

### The Oasis

*The Oasis* is a documentary made by Shark Island Productions. Homeless young people from the Oasis Youth Support Network in Sydney participated in the film for over two years, sharing their life experiences. Watch the film on DVD or navigate to the 'Watch film' section of the Oasis Movie website. Watch the film in 10 parts and answer the questions.

### Responding

#### Part 1

- 1 **Identify** how many youths are homeless in Australia.
- 2 **Identify** some of the issues facing the youths at the Oasis Youth Support Network.
- 3 **Explain** why Paul doesn't want to give Haley her money.
- 4 **Clarify** how Paul and Robbin met. What shared interests do they have? What does Robbin do for a living?

#### Part 2

- 5 **Identify** how many kids Oasis can host each night. What is the problem with this?
- 6 **Explain** how Owen came to be homeless. When did he become homeless? What is his criminal history? Does he feel that his life has been unfair?
- 7 **Explain** why Paul chooses to let Emma stay at his house. Do you think this is wise? What helps Trent change?

#### Part 3

- 8 **Explain** how the kids at Oasis cause issues in the neighbourhood.
- 9 **Identify** how long Ken has been a volunteer for the Salvation Army. Why do you think he does this? What kind of person is he? How does he treat the youth?
- 10 **Explain** why Paul thinks that Haley's boyfriend is a poor choice for her. What is her dream? Is she on the right path to make this happen?
- 11 **Consider** how Paul's work impacts on his personal life. How does his family feel about his long hours?

#### Part 4

- 12 **Explain** why Darren is arrested. Is this hard on Paul? Has Paul lost faith in him? **Explain**.
- 13 Emma and Trent have been accepted into public housing. **Explain** how their life has changed now. Have they settled into their role as parents?

#### All parts

- 14 Paul is described as an 'advocate' for the homeless. **Define** *advocate*. Who are the advocates in your life?
- 15 **Reflect** on Paul. What kind of person is he? What personal qualities does he possess that help him in his job? What helps him in his work? What methods does he use in order to help troubled youths? Is he successful in his attempts to create meaningful change?
- 16 **Reflect** on the issue of youth homelessness. What strategies can help young people who have nowhere to live?
- 17 **Judge** the documentary. Has it been well made? Is it confronting? Do you think it will change the perception of youth homelessness?
- 18 Oasis relies on donations for over 50 per cent of their budget. **Consider** this. Do you think the government should pay more? Create a list of expenses that a place might need to run. Include things like wages, rent, cleaning, etc.
- 19 The films were nominated for several awards and won many of them, including the AFI Award for Best Direction. **Assess** the film. Do you think it was worthy of this award? **Explain**.

## Creating

In 2007, the National Youth Commission (NYC) was set up to investigate the issue of homelessness. The hearings took 21 days and 319 people gave formal evidence. Ninety-one written submissions were received from community organisations, individuals and government departments. The report investigated many areas, including poverty, mental health, state care, early intervention, housing, health and income support. Over 80 recommendations were made.

You will remember from earlier on in high school that *current affairs* is a type of broadcast journalism where the emphasis is on detailed analysis and discussion of news stories.

This differs from regular news broadcasts that report quickly and simply before moving on to the next story. Examples of current-affairs programs include *60 Minutes*, *A Current Affair* (both from Channel 9), *Today Tonight*, *Sunday Night* (both from Channel 7), *The 7.30 Report*, *Four Corners* (both from the ABC) and *The Project* (from Channel 10).

### The task

Search online for 'Australia's Homeless Youth report' or follow the link provided.



In a team of two, use the information from the report to **create** a current-affairs report that could go online or on television. One person (the anchor) will introduce and conclude the story. The other person will act as the reporter, detailing and explaining the issue. You might like to include clips from *The Oasis* or another source to break up your report.

### Requirements

Length: 3–5 minutes

Format: This is a spoken presentation and may be presented live or digitally recorded.

Conditions:

- You will need to invent your name, location and the specifics of your news/current-affairs story.
- Your story will reflect your observations on the presentation of news and current-affairs shows viewed and discussed in class.
- Your news story should recognise the point of view present in TV news and current affairs (and include appropriate attitudes, beliefs, values). You must demonstrate an understanding of audience positioning and media manipulation techniques.
- Because this is a school report and not going in a public forum, it is okay to use outside clips. However, if you were to publish your assignment, you would need to seek permission first.
- Topics might include causes of youth homelessness, effects of homelessness on children, the story of one person who became homeless, or a profile on a charity that helps those on the streets, such as *Orange Sky Laundry*, which provides washing machines for the homeless to use.

## Recommended structure

- 1 Begin with a short speech by the anchor with a projected image in the background.
- 2 Follow with loud music and a reporter walking in and introducing the story.
- 3 Include clips of images that relate to the story, with the reporter's voice tracing over the top.
- 4 Include interviews.
- 5 Include more cuts to the reporter on location.
- 6 Finish with a final summary by the reporter.
- 7 Also finish with a supporting remark by the anchor.

Aesthetic features could include music, images, other clips, good audible speaking voices that include use of expression and pause, and costumes.

### Checklist

- Does it look like a current-affairs program?
- Does it include interesting and appropriate things?
- Are you interesting and entertaining?
- Is your script free of errors?





- Use of voice: are you loud, confident and expressive?
- Use of eye contact and body language: do you look at the audience? Do you use gesture? Is your posture appropriate?
- Special features that make your presentation interesting (aesthetic features): does your presentation have music or a great location?
- Does the report recognise the point of view present in TV news and current affairs and include appropriate attitudes, beliefs and values?

Wait a minute!

### What are these 'aesthetic features'?

Look at pictures of a beautiful car, a designer outfit or spectacular scenery. What makes each beautiful/special? It may be a variety of things. For the car, it may be the sleek design. The outfit may be an unusual take on an old trend. The scenery may include vivid colours. Sometimes it is very hard to tell why something is beautiful. Aesthetic features refer to aspects of texts that prompt emotional and critical reactions. They are the extra bits that a writer puts into a piece to make it special. Just like judging why a supermodel is beautiful, it is also difficult to judge what makes a piece of writing special. Often it is the aesthetic features. In a song, this could be an unusual bridge. In a short story it might be an exciting twist or a detailed and extraordinary description of the setting. In your current-affairs report, aesthetic features might be compelling background music or timely use of pause that emphasises a particular point.

Shutterstock.com/Sara Winter



## Perspectives on natural disasters

Our planet is a beautiful but unpredictable place. It provides us with everything that we need for life but it can also wreak havoc on civilisation through natural disasters, such as cyclones, earthquakes, tsunamis, volcanic eruptions, tornadoes, extreme hot or cold weather events and many other phenomena.

Australia, in particular, has been vulnerable to several events that have turned lives upside down. In one of the driest places on Earth, drought is a common and highly serious issue. Fire can also threaten life and property. Originally Indigenous inhabitants used fire to help with regeneration. Farmers often engage in similar practices. However, out-of-control fires are a different story and several times in our national history, fire has wreaked havoc across communities. Similarly, cyclones and their accompanying weather systems have interrupted our way of life. This, coupled with extreme heat events, ensures that life on the world's smallest continent can be highly unpredictable.

## Creating

### Task

**Create** a story for a news site about the worst Australian disasters of all time.

- 1 Conduct your own research and make a list of 10 Australian natural disasters in order of devastation, with the worst at the top. The list will differ across the class – some of you will remember events or know someone who was affected, and this will shape your view of the impact.
- 2 Use your list of the top 10 Australian disasters to create a clickbait article.
  - a Write a two- or three-line description of each disaster.
  - b **Design** each page. **Decide** how many stories, advertisements and images you will place on each page. This will be a delicate balance between providing the reader with information and offering them an incentive to keep on clicking through the article. Clickbait can be very successful if done correctly. You can find examples of both successful and unsuccessful clickbait campaigns at the weblink provided.



## Hints and tips

*Clickbait* is a term used to describe a technique that aims to lure viewers onto a website. The first page will only provide some of the information promised and the reader will be encouraged to click through several pages (and thus see a variety of paid advertisements) in order to gain the complete story. You can go to BuzzFeed or Upworthy to see examples, but if you spend any time on social media at all you would have already spotted several examples of clickbait and may have even been lured in yourself.



## Wait a minute!

**Clickbait has received a lot of criticism and isn't really considered ethical. Why am I joining in?**

Yes, clickbait can be annoying and most people curse themselves at one time or another for getting caught and wasting time. Facebook has also announced that it is taking measures to reduce the amount of clickbait on its site. However, by creating your own clickbait site you are learning how to gain people's attention and create an interest in what you have to say. This is an important skill that you can use across a variety of areas. Also, if you understand the techniques that work on a reader, you are less likely to be unknowingly lured in yourself.

# The Impossible

In 2004, an earthquake occurred in the Indian Ocean with a recorded magnitude of around 9.1–9.3 on the Richter scale. The disaster occurred when the Indian Plate was **subducted** by the Burma Plate. However, the real damage was caused not by the earthquake itself, but by the subsequent series of devastating tsunamis along the coasts of most countries that bordered the Indian Ocean. Over 230 000 people were killed when coastal communities across 14 countries were hit by waves of up to 30 metres. It was one of the deadliest natural disasters in recorded history. Indonesia was the hardest-hit country, followed by Sri Lanka, India and Thailand.

The story was depicted in the 2012 film *The Impossible*, directed by Juan Antonio Bayona and written by Sergio Gutiérrez Sánchez. It is based on the real-life experience of Spanish-born María Belón and her family. The cast included Naomi Watts, Ewan McGregor and Tom Holland. Naomi Watts was nominated for the Academy Award for Best Actress.

### subduction

a geological process that takes place at the joining point of boundaries of tectonic plates whereby one plate moves under another and is forced or sinks due to gravity

## Responding

After you have viewed the film, answer the following questions.

- 1 **Identify** why María and her family were in Thailand.
- 2 The scene in which the tsunami hits the resort could only be filmed once. **Explain** why.
- 3 **Explain** how María and Lucas were able to survive. What did they do next?
- 4 **Explain** why they found it difficult to reunite with the other members of the family.
- 5 **Compare** the hospital with a hospital in Australia. How are they different? How are they similar? **Explain** the differences.
- 6 The real-life María was Spanish but the directors of this film have chosen to keep her nationality 'unspecified'. **Propose** reasons that the director made this decision.
- 7 Many of the extras are actual survivors of the tsunami. **Consider** their decision to be in the film, after experiencing the events in reality. Would this be difficult? **Explain**.
- 8 **Select** a character from the film. Think about how they felt about the events and how they would have recovered.

### vlog

a blog in which the postings are primarily in video form

### Task

**Create** a **vlog** recording the character's thoughts and feelings. You will reveal a perspective not necessarily covered in the film. Write your script first and then record it. Your vlog should be four to six minutes in length.

# Perspectives on environmental issues

### finite

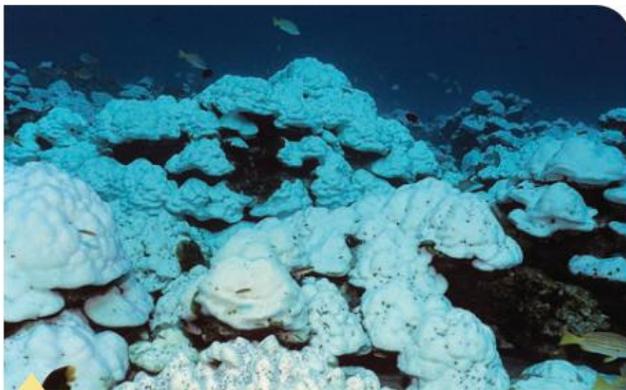
limited in extent or size

### climate disruption

a change in the natural climate of the planet caused by human and animal interaction with the environment

- Do you recycle?
- What type of car do you think you will own/already own? What kind of fuel does it use?
- Do you unplug devices when not in use?
- Do you leave the tap running when you brush your teeth?
- Have you ever planted a tree?
- Would you ever join a conservation group or animal-care volunteer organisation?

Increasingly, we are starting to realise that our planet is delicate and that resources are **finite**. Overloading of the atmosphere and of ocean waters with carbon has resulted in **climate disruption**. Species-rich wild forests are being destroyed to make way for farms (including cattle ranches, soybean or palm-oil plantations, or other agricultural monocultures). Animals such as the Bornean orangutan, pika, giant otter, Amur leopard and Darwin's fox are being hunted to the point of extinction. Farming practices such as overgrazing, monoculture planting, erosion, soil compaction and overexposure to pollutants have resulted in a decline of the soil quality. Also, humanity entered the 20th century with 1.6 billion people; right now, we're about 7.5 billion. This has produced a significant strain on the planet.



Coral bleaching of the Great Barrier Reef is thought to be caused by global warming.

### documentary

a factual report on a subject that uses pictures or interviews with people involved in real events

## An Inconvenient Truth

One way that people have been able to draw attention to the issues facing the planet has been through **documentary**. In 2006, *An Inconvenient Truth* was released. It is a US documentary film directed by Davis Guggenheim about former United States vice president Al Gore's

campaign to educate citizens about climate change via a comprehensive slide show. The director won an Academy Award (accepted by Al Gore) and Al Gore himself won a Nobel Peace Prize. It has been said that this style of presenting was eventually adapted into the TED Talks we see today. A sequel called *An Inconvenient Sequel: Truth to Power* was released in 2017. It focuses on Al Gore's continuing mission to battle climate change. In the second film Gore puts pressure on world leaders to change policy in order to protect the Earth.



*An Inconvenient Truth* is one of the most successful documentaries of all time.

Alamy Stock Photo/AF archive

### Responding

Watch *An Inconvenient Sequel* and answer the following questions.

- 1 The film begins with a series of images. **Describe** the images. What do they represent?
- 2 The images in the film are accompanied by carefully selected audio. **Describe** the audio. Is it supportive of Al Gore's message and the message of global warming? **Explain** why the producers would choose to begin the film with these thoughts combined with the image of ice melting.
- 3 Al Gore represents the issue of climate change as vital and the audience understands that the problem must be resolved as soon as possible. As you watch the film, **identify** the techniques that Gore uses in order to convey this representation.
- 4 In order to present his message, Al Gore uses PowerPoint. Much of his first film, *An Inconvenient Truth*, was presented in this style. Many of your teachers would use a similar style. **Evaluate** this teaching method. Is it effective?
- 5 The sequel includes interviews, graphs, raw footage of ice melting, and before and after pictures. **Evaluate** the impact of this information. Which scene made the most significant impact on you? Why did this technique, above all others, resonate with you?
- 6 When Al Gore addresses a public audience, he explains how the ice shelf is disintegrating. While he is talking, footage is shown of the ice shelf disintegrating. **Consider** the impact of this footage. Does it make the message more powerful?
- 7 Although not necessarily related to the issue of terrorism, the film does include details of the Paris attacks and Al Gore's emotional response. **Explain** how the two issues are related. Why would the producers choose to include the terrorism issue?
- 8 Al Gore has been trying to raise awareness of the climate change issue for over 10 years. He admits that he feels frustrated that not enough is being done and details several examples of the problem having become worse. He also admits that he views this as a personal failure. **Consider** his views on the issue. Is he doing enough to raise awareness? Why isn't more being done?
- 9 The film finishes with the signing of the Paris Climate Change Agreement and Donald Trump's subsequent withdrawal. **Reflect** on the documentary's representation of this agreement. Is it portrayed as important? Does it suggest that the subsequent decision by President Trump will defeat the campaign? What does it expect leaders to do now?

### Creating

#### Background

TED is a media organisation founded in 1984 that now posts talks online under the slogan 'ideas worth spreading'. The talks are available to listen to for free. Usually, the main TED conference is held annually in Vancouver, Canada. There are also events held throughout North America and in Europe and Asia. Live streaming of the talks is available online. The talks themselves are on a wide range of topics within the research and practice of science and culture, often using storytelling techniques. The speakers are given a maximum of 18 minutes to present their thoughts; they must



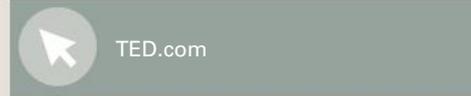


be both engaging and interesting. Past speakers include Bill Clinton, Al Gore, Bill Gates, Bono from U2, Google founders Larry Page and Sergey Brin, and many Nobel Prize winners.

### Task

- 1 **Select** an environmental issue facing Australia, such as deforestation, agricultural clearing and overgrazing, overfishing and illegal fishing, introduction of exotic species, damage to the Great Barrier Reef, the widespread clearing of land in the wet tropics or something else approved by your teacher.
- 2 **Create** a TED Talk that outlines the issue and expands on it in an engaging and interesting way to promote awareness.

You might like to listen to a TED Talk before you begin, in order to get a good idea of your project. You can find these on the TED website.



### Requirements

Length: 3–5 minutes

Format: This is a spoken presentation and may be presented live or digitally recorded.

Conditions:

- Research your topic before you begin.
- Your talk will reflect your research and own private observations.
- You must include an appropriate presentation.

### Recommended structure

- 1 Start with something interesting.
- 2 Introduce your topic and key points.
- 3 Outline each key point, explain it, provide an example, sum it up, then move on to the next point. This is called PEEL. We use PEEL to remember the four points of a paragraph – point, explain, example, link.
- 4 In your conclusion, go over your topic and main points. Finish with a final thought.

### Tips

- Be clear.
- Be compelling.
- Make sure your research is up to date.
- Be consistent.
- Speak clearly and confidently.
- Use expression and pause.
- Use gesture and eye contact.

## Perspectives on cultural heritage

### Australia Day

In 2017 Meat and Livestock Australia released an advertisement for lamb, which also presented ideas on diversity and cultural heritage. Search online for the video *Celebrate Australia with a Lamb BBQ* or follow the link provided.



## Responding

- 1 **Identify** the intended audience for this ad. **Explain** how you know this is the audience that Meat and Livestock Australia were hoping would see and respond to the piece.
- 2 Several famous Australians participated in the advertisement. **Identify** those whom you recognise. **Explain** why you think they agreed to be part of the project. Using famous personalities rather than unknown actors would have made the coordination of the entire project more difficult (and possibly increased the cost). **Explain** why the producers chose to use famous actors rather than unknown ones. What was the impact on the advertisement?
- 3 While this ad tells the mythical story of a barbecue, it also represents many real-life Australian historical events. **Identify** the events referred to in the advertisement. Does a person need to know anything about Australia or our history to enjoy and understand this ad? **Explain**.
- 4 The ad, while humorous, presents some political themes and messages. **Clarify** the message behind the humour.
- 5 The ad depicts Australian life. **Discuss** how realistic this representation of our life in this country is. Is it accurate or is it more of an ideal?

## The Hottest 100 controversy

Each year, the Australia Day holiday raises debate, with many Australians questioning whether the date (26 January) is an appropriate time to celebrate our nation. On 26 January 1788, Arthur Phillip arrived at Sydney Cove and founded the Colony of New South Wales. However, the date also represents the beginning of the marginalisation of Aboriginal and Torres Strait Islander peoples.

Many people in Australia believe that celebrating Australia as a nation on a different date might contribute to the reconciliation process, helping to heal the past and commit to a more harmonious future.

In 2018, Triple J made the decision to move their Hottest 100 from the 26th to another date. Read the two articles linked below and consider the implications of the Australia Day date.

## Responding

- 1 **Identify** the key events that led to Darren Hayes writing a tweet to Cory Bernardi. Explain why Darren Hayes wanted his music removed from Bernardi's 'alternative to Triple J's Hottest 100'. Why did he feel he was going to be misrepresented by being included?
- 2 Darren Hayes used Twitter in order to protest his song being included. **Consider** this choice. Was it the best platform to resolve the conflict? Explain.
- 3 **Judge** the decision made by Cory Bernardi to devise a new playlist for Australia Day after Triple J changed the date of the Hottest 100. What do you imagine is his perspective on the current date of Australia Day? How did his actions impact on the reconciliation process?
- 4 Later, a member of the Hilltop Hoods, also upset about being included in the list, responded on Twitter with a swearword directed at Bernardi. **Judge** this response and use of language. Is it the best way to respond?



Triple J Hottest 100 announcement



Darren Hayes and Cory Bernardi

# Assessment tasks

## Part A option 1: Advertising campaign – pitch

### Genre

Advertising pitch – extended spoken/signed response

### Context

In this chapter, we have explored a variety of issues, including environmental issues, mental health and youth homelessness. Imagine you work for an advertising agency and are pitching an advertising campaign to an organisation tackling a community, local or global issue (for example, Beyond Blue for mental health).



Advertising campaign against homelessness

### Task

- 1 **Select** an issue: the environment, mental health or youth homelessness.
- 2 **Create** an advertising campaign, including three print ads that could appear on the Internet, in magazines or a newspaper, or on a billboard. The three advertisements should have a central theme.

### Requirements

You will need to present your ideas in an oral speech, complete with visual aids that include your three advertisements.

### Conditions

- This is a spoken/signed presentation of 4–6 minutes.
- You have three weeks to prepare your presentation.
- Your speech may be supported by additional audio, visual or digital media, but the focus of this assignment is the spoken/signed element.
- The speech may be live or recorded.
- This is an individual task.

#### Print advertisement structure

A print advertisement contains a combination of four elements:

- a headline or slogan
- visual design elements or theme
- body of text
- a call to action.

Sometimes the visual elements fulfil the purpose of the body of text and vice versa.



Print ad examples

## The headline

This should draw reader attention to your advertisement. It needs to be short so that it can capture attention quickly. Good headlines might:

- ask or answer a question
- highlight a benefit
- entice the reader into wanting to know more.

## Visual design elements

Your advertisement should look good and support your cause with eye-catching imagery.

## Body of text

Text in an advertisement will be limited to one or two paragraphs. In the text, you can explain your issue and identify why it is important.

## Call to action

Remember that the purpose of your ad is to get readers to act in a certain way and do something. You might want your readers to visit your website or donate to your cause. Perhaps you simply want them to change their attitude.

### Recommended structure for the pitch

#### Introduction

- Identify the issue. Talk about why it is important.
- Identify the purpose of your campaign.
- Identify the theme of your campaign.
- Briefly describe each advertisement.

#### Paragraphs (one paragraph for each advertisement)

- Explain why you created the headline/slogan and how it will be effective.
- Describe the visual features: what is the theme? How will you capture attention?
- Describe the text: what did you explain? Why?
- Call to action: what is your call to action? Why?
- Describe how you hope the audience will react.

#### Paragraph 2

- State similarities and differences between the three advertisements.
- Explain if the three ads are mostly similar or different.
- Identify some key similarities/differences.
- Explain the impact.
- Conclude the paragraph.

#### Paragraph 3

- State why the advertisements will sell your message.
- Mention the most successful parts of this campaign.
- Talk about how you invite the audience to take up positions and how this will make the campaign effective.
- Conclude the paragraph.

#### Conclusion

- Go over your issue and why it is important.
- Go over the theme or connecting idea of your advertisements.
- Finish with what you think your ad will achieve.

## Part A option 2: Persuasive speech

### Genre

Persuasive speech – extended spoken response

### Context

In this unit, you have studied a range of issues reported by the media. You have watched a film in which US politician and environmentalist Al Gore presented his ideas on an issue to many people. Imagine that you have been asked to present a speech at a festival called All That Matters, where people present ideas on how to make the world a better place.

### Task

Choose an issue that interests you and create an oral performance that responds to it.

Your spoken/signed text will invite audiences to take up positions about this issue through selected content, language and textual elements, and to express their viewpoints.

#### Hints and tips

Possible topics include:

- a proposal for a community development or event
- an awareness campaign that encourages an audience to take action to instigate positive change within their own community
- an information session outlining a community service project to address a current need in the community (e.g. youth homelessness or mental health), including a rationale for the project and an impact statement
- a persuasive speech about journalists who represent celebrities in a misleading or untruthful way receiving harsher penalties
- the idea that podcasts will be the end of radio
- the need to ban the sale of processed sugar
- an example of the best marketing campaign ever
- nominating a journalist or story for a Walkley Award and justifying the nomination.

### Requirements

Your speech may be supported by additional audio, visual or digital media, but the focus of this assignment is the spoken/signed element. The performance may be live or video recorded.

### Conditions

- This is a spoken/signed presentation of 4–6 minutes.
- You have three weeks to prepare your presentation.
- This is an individual task.

## Part B: Evaluation

### Self-evaluation: Persuasive speech

CRITERIA	SUCCESSFULLY ADDRESSED? (YES/NO)	NEEDS WORK (ADD A COMMENT)
<b>KNOWLEDGE APPLICATION</b>		
Does the speech represent the issue in a particular way?		
Is the speech persuasive?		
<b>ORGANISATION AND DEVELOPMENT</b>		
Does the speech start with something interesting?		
Have you used appropriate paragraphs?		
Has the speech been researched?		
Is the speech interesting?		
Does the speech include persuasive devices (such as rhetorical questions)?		
<b>TEXTUAL FEATURES</b>		
Are you able to make eye contact?		
Are you using gesture?		
Is your voice clear and expressive?		
Do you use pause for emphasis?		
Is there a good variety of words?		
Is there a good variety of sentences?		
Is the speech error-free?		



Chapter 5 self-evaluation

# Chapter 6

## You can't handle the truth

It is important that you don't believe everything you read, watch or click on. The story might not be what it seems. This chapter is about texts that try to influence you. We will look at the same topic covered by different media. Sometimes different media will have comparable representations. For example, a magazine article and a radio program might both present a glowing report of a newly elected politician. Other times, the representations may be entirely different. A political cartoon may appear in the newspaper that criticises the health care system while in the same week a state health department might release a marketing campaign that talks about the system in highly positive ways. All of these media will try and influence the viewer or the reader. It's important for you to know when and how you are being influenced.

In the next few weeks you will complete an exam as part of your final grade for this subject. Everybody in Queensland will complete the same exam. In this exam you will identify representations of a community, local and/or global issue in a seen media text by writing a response that considers and explains how the elements or components that make up the text shape meaning. You will make two responses of 200–300 words each (400–600 words in total). One response will be to a stimulus you have seen and the other response will be to one you haven't seen before.

The skills you will gain in this chapter will help you prepare for the exam and the real world.



Journalists play a very important role in society.

iStock/Getty Images Plus/ALotOfPeople

9780170421782

# Positioning the reader

In history, whenever a dictatorship had tried to gain control of a country, they have always looked to the media as a way of controlling the public. This is because, in theory, the media is the ‘watchdog’ of our society. Ideally, radio, television, print and online forms of news reporting expose the truth so that the people in a democracy know what is happening and can make up their own minds about who to vote for. If the people in a democracy are unhappy with the current leadership, they can exercise their rights in an election and vote for somebody else.

However, it doesn’t always work like this.

The media knows it has a job to report, but it also knows it has a job to sell. Presenting the truth doesn’t always sell newspapers, subscriptions or advertising space, or lure in listeners, viewers and readers. Thus, the media might try to ‘jazz things up’. They might choose to ‘bend’ the truth (or even break it). They might choose to not report an important story if they don’t think people will be interested. Sometimes there are more sinister reasons why journalists might misrepresent the truth. Perhaps they know a person and want to represent them in a positive way. They might even be receiving a payment.

Further, there is no ‘one truth’ seen the same way by everyone. Journalists (and all writers) make a number of decisions that show influence. Choosing what to write about, what to include, what picture to take or what to leave out are all decisions that show personal preference. Similarly, we will all read the story in different ways, depending on our experiences, education, preferences and how we are feeling at the given moment. Nothing is ever really neutral.

## Techniques of reader positioning

If the media is manipulating us, how does it do this while often seeming to be neutral?

There are many techniques to manipulate the reader into taking a position – here are a few key ones.

### Inclusion and exclusion

Do you know how the Australian men’s cricket team went this summer? How about the women’s team? While the men’s performance will make it to the front page almost every day of a test match, the women’s team will feature a lot less frequently – if at all. Making the choice to include (or *not* include) a story is actually a form of manipulation.



The Australian women’s cricket team

Getty Images/PUNIT PARANJPE/AFP

### Language features

Language can be all of the following:

#### Literal

Literal means the language is *exactly* what it says, for example, ‘Election scheduled for March’.

## Emotional

Emotional language features are designed to promote an emotional response. For example, the headline ‘Worst waste of taxpayer money’ is engineered to make people (especially taxpayers) feel angry.

## Subjective

A subjective language feature includes the writer’s own opinion. For example, the words ‘this idiotic decision’ indicate that the writer feels that the decision was an awful choice. An objective headline is when the writer tries to hide their own ideas and just reports the facts. ‘Yesterday the Noosa Shire Council made a decision’ is an example of objective language. The readers know a decision is being made but this time the writer has not revealed their opinion.

## Figurative

Figurative language use is when the writer compares one thing to another that is not real. For example, ‘The premier needs L plates’ suggests the premier is inexperienced (like a learner driver).

## Visual features

Has one of your friends ever posted a picture of you on Facebook that represents you in a poor way? Maybe you are doing something you don’t want the whole world to know about? Maybe it isn’t the best picture of you? A picture has the power to change the entire story. The journalist (or editor) can invite the reader to see a subject in a particular way simply through the photo they choose to include.

## Subtext

Sometimes what people say and what they mean are two very different things. If a coach says to a teammate, ‘You’re playing well but we think you might benefit from another year in the reserves,’ there might be a subtext. People in the team may think the coach meant, ‘You’re not quite good enough for the A team yet.’ The coach might actually mean exactly what she says but people will still interpret things in different ways. Subtexts are always open to opinion. The media can’t legally say anything that isn’t true but they can suggest it with subtext.

### Responding

Your teacher will give you a newspaper. Choose a news article with a headline and picture that interests you. Try to choose something from the front page. This way we know you are choosing straight news, not an editorial or opinion piece (as these are usually placed later in the paper).

- 1 **Identify** the subject of the piece. **Comment** on the representation. Is the subject being shown in a positive, neutral or negative light? **Consider** the headline, the story and the photograph.
- 2 **Identify** why the journalist chose to write this story and why the newspaper chose to run it. Is it newsworthy? Does the public need to know? What would happen if the public didn’t know?
- 3 **Identify** if any words or pictures heighten the possible emotional responses by readers (including you). For example, a report on a road accident might have the headline ‘Christmas Carnage’, making the accident seem worse because it is at Christmas (normally a happy time). Is there any use of emotive language in your article?
- 4 **Consider** what is included in the article. Is anything left out? Could there be another side to the story that’s not told? **Explain**.
- 5 **Judge** the piece overall. Is it mostly neutral? Or is it overly subjective? **Explain**.

### Creating

- 1 Look through a recent edition of a newspaper and **identify** examples of opinion in headlines, pictures or the story. **Create** a collage in your book with cut-outs of various forms of representations.
- 2 **Identify** a story in the local newspaper that represents a particular point of view. Rewrite the story so that another view is presented.

## Case study

### Rebel with a cause

#### Background

Born Melanie Elizabeth Bownds, Rebel Wilson is an Australian actress who also works as a writer and producer. She graduated from the Australian Theatre for Young People in 2003 and starred in various Australian films and television shows. Her big break came when she moved to the United States and was cast as Brynn in the feature film *Bridesmaids*. She was paid only \$3000 for the role but it did bring her to the attention of many Hollywood directors who recognised her talent for

comedy and acting. Her star continued to rise when she landed a key role in *Pitch Perfect*, which earned her several award nominations together with her two subsequent movies.

However, all of this might have come to an end in May 2015 when several Australian magazines published damaging stories about her. The magazines inferred that Wilson had been misleading people about her birth name, age and upbringing. The story was published by several publications, including *The Sydney Morning Herald*, *People* magazine, the *Chicago Tribune* and the *Huffington Post*.

Wilson felt that the magazines, owned by Bauer Media, represented her as a serial liar. She also felt that she had been humiliated and embarrassed, missing out on roles as a result. Claiming that her reputation and credit had suffered, Wilson filed a **defamation** case. A jury ruled in Wilson's favour, agreeing that the articles were likely to have caused harm to her career, and she was awarded A\$4 500 000 in damages. Wilson's lawyer Richard Leder said, 'Today's verdict is a significant record – it's about four times the highest previous verdict in a defamation case in Australia.' In June 2017, Wilson tweeted, 'Any dollars I receive will go to charity, scholarships or [be] invested into the Aussie film industry to provide jobs.'

Bauer Media appealed the amount of the damages.

### Rebel Wilson awarded \$4.5m in damages over defamatory magazine articles

Magazine publisher Bauer Media has been ordered to pay Hollywood actress Rebel Wilson more than \$4.5 million in damages for defaming her in a series of stories in 2015. It is the largest defamation damages payout ever ordered by an Australian court.

'Today's verdict is a significant record — it's about four times the highest previous verdict in a defamation case in Australia,' Wilson's lawyer Richard Leder said outside the Supreme Court in Melbourne.

'I think she's going to be absolutely stoked and she'll probably say she crushed it.'

Wilson, who is in London, later tweeted she was grateful for the payout and promised to donate the money, as she had said she would do in June.

'Justice Dixon has awarded me a record sum and I'm extremely grateful for that,' she said.

'To me though, this case wasn't about the money.'



Rebel Wilson won a defamation case against Bauer Media in 2017.

Getty Images/Scott Barbour

**defamation**  
the action of  
damaging the  
good reputation of  
someone



'I'm looking forward to helping out some great Australian charities and supporting the Oz film industry with the damages I've received.'

Wilson was seeking \$7 million after she successfully sued the *Woman's Day* publisher over eight articles, which she described in court earlier this year as a 'malicious, deliberate take-down' of her.

The court today heard Wilson had offered to settle before trial for \$200,000.

But in awarding the damages, Justice John Dixon described the extent of the defamation as 'unprecedented in this country' because of the articles' global reach.

'At trial and in the full media glare, Bauer Media tried to characterise its articles as true, or as trivial, or as not likely to be taken seriously,' he said.

'Substantial vindication can only be achieved by an award of damages that underscores that Ms Wilson's reputation as an actress of integrity was wrongly damaged in a manner that affected her marketability in a huge worldwide marketplace.'

The actress had sought \$5.89 million in special damages and \$1.2 million in general damages.

'The decision by Justice Dixon clearly provides her with enormous vindication, which comes on top of the tremendous vindication that the jury verdict delivered to her. She's going to be absolutely thrilled,' Mr Leder said.

The damages awarded included \$650,000 in general damages and \$3,917,472 in special damages for opportunities lost. Bauer will also have to pay the court costs.

Mr Leder said Wilson would also be seeking the full costs she incurred in running the case.

## 'A message to the tabloid media'

Justice Dixon strongly criticised Bauer Media for failing to properly investigate the claims about Wilson, and for publishing them despite knowing they were false.

'The information was based on a source who required payment and anonymity and whom the editor considered had an axe to grind,' he said.

'They repeated the offending allegations when they knew or foresaw that their defamatory slurs would be repeated in the entertainment and celebrity media.'

He said the continued publication of articles on Ms Wilson's past was motivated by the pursuit of profit.

'Their conduct was orchestrated, it was a campaign designed to cast a slur on Ms Wilson, that would attract interest,' he said.

'Bauer Media published to advance its own corporate interests, to improve its circulation, or increase views, hits, in the expectation of high profits.

'It kept the story alive for days. Bauer Media appreciated the risk of reputational damage to the plaintiff and did not care whether Ms Wilson suffered it as it pursued its own corporate objective.'

Bauer Media said in a statement that it was 'considering the judgement'.

'Bauer Media has a long history of delivering great stories to our readers and we have a reputation for developing some of the best editorial teams in the country,' general counsel Adrian Goss said on behalf of the company.

'This is what we are focused on.'

Mr Leder said Justice Dixon's words and the significant payment would serve as a 'message to the tabloid media' not to operate in the same manner.

Damages payments for non-economic losses in Victorian defamation cases, such as for emotional suffering, are capped at \$389,500. But 'special damages', including loss of earnings, are uncapped.

The actress returned to Melbourne in May to give evidence over six days during the three-week trial.

At the time, she told the court she decided to sue to 'stand up' for herself and her family, after the articles claimed she had lied publicly about her age, real name and upbringing.





‘Even though it’s going to be harrowing to come into the court ... I felt like I have to ... I’m the one to do it,’ she said.

‘I have enough money, I have the courage to come and do it and this magazine company gets away with so much and not everyone has the strength to stand up for themselves.’

## ‘Shocked and blindsided’

In evidence which ranged from emotional to comedic, the 37-year-old actress told stories about her upbringing as a Sydney ‘bogan’, including as a junior dog handler and the family’s belief that they were related to Walt Disney.

‘It’s just something I’ve always known, like knowing who your parents are,’ she told the court under cross examination.

‘My Nana had a family tree done.

‘I believe the purpose of why she did it was to see whether us, her grandchildren, were entitled to any royalties.’

During the trial, she became upset as she spoke about the impact the articles had on her personal and professional career.

She told the court the articles caused her to be fired from the movies *Trolls* and *Kung Fu Panda 3* because she was ‘too divisive’.

‘I was just absolutely shocked and blindsided ... I didn’t even know what to say, I was just extremely embarrassed,’ she said.

‘The director and producers had said they’d loved my improvisation so much that it reminded them of when Robin Williams recorded.

‘I believe Mr Katzenberg was referring to the negative press – that’s the only thing I can think of.’

Another of Wilson’s lawyers, Matthew Collins QC, told the trial that Wilson could have made up to \$18 million from a number of film roles if the articles had not damaged her career, and the amount sought was ‘conservative’.

Source: Loretta Florance and Emma Younger, ABC News, 14 September 2017.

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### Responding

#### misrepresent

to give a false or misleading account

In June 2018, Victoria’s Court of Appeal reduced Rebel Wilson’s damages to \$600 000 and ruled that there was ‘no basis in the evidence for making any award of damages for economic loss’.

The court ruled that the trial judge Justice John Dixon had used evidence from Ms Wilson and Hollywood agents to make the conclusion the actress had lost job opportunities due to the articles when this was not necessarily the case.

- 1 **Identify** the key language features of the ABC News article above. Is the headline effective in gaining reader attention? Why are the paragraphs so short? Is the vocabulary sophisticated or simple? Is slang used? **Explain** why you think the journalist and editor made these choices in regards to headline, paragraphs and vocabulary use.
- 2 **Identify** what was inferred about Rebel Wilson in the original articles. How was she *represented* in these articles? How did the representation impact on her, professionally and emotionally?

- 3 **Consider** the article. Is it subjective or objective? Use passages from the article as evidence to support your opinion.
- 4 **Consider** the *original* amount awarded to Wilson. Did Bauer Media deserve to be fined so highly for **misrepresenting** Wilson? Is misrepresentation a normal practice for some magazines? Do you think the original large penalty will make the media more careful about how they represent people?
- 5 Now **consider** the appeal. Which decision will have a stronger impact? How will our community change as a result? Will it be a positive change? Will the eventual appeal and minimisation of damages send a stronger message?

## Creating

In question 3 in the responding box on the previous page, you were asked if the article was objective or subjective.

- 1 Rewrite the headline and first three paragraphs in the opposite register. If you believe it to be subjective, write it as objective (without opinion). Alternatively, if you believe it to be objective, write it as subjective (showing your opinion).
- 2 Try to remember the last time someone misrepresented you. Was it intentional or accidental?
- 3 **Create** a personal reflection about the event. However, tell the event from the point of view of the other person. How did they feel? Were they aware of the way they were representing you? What was their motivation? You will have to choose your event carefully. Don't choose anything too hurtful (it may be too hard for you to adopt a new point of view if your view is clouded by emotion). Examples might include a teacher speaking to you in front of the whole class, being dropped from a sporting team, or a photo that was posted on Instagram.

## Creating

Imagine you currently work for the Australian Communications and Media Authority (ACMA), the Australian Government statutory body tasked with ensuring that the media is ethical and fair.

- 1 **Identify** a breach of ethics committed by a television program (current affairs or reality television might be a good place to start). It is fine to invent a breach but do not use the name of an actual TV show or TV channel (a close match is fine).

### Wait a minute!

#### This looks hard! What's a breach? I've never heard of ACMA!

If you see something on television you don't like, you can complain to the ACMA, who will investigate and take action if necessary. A breach is something that a network shows that is against the code. It might be racist, vulgar or violent. There are lots of examples here to help you get started, but basically try to think of something you saw that wasn't quite right.

- 2 Write a letter/email to the ACMA and address the following:
  - What was the breach? When did it occur? Who did it?
  - Why was it wrong?
  - How should they fix it/ensure it doesn't occur again?

### Ethical breaches

The breach might involve a product advertised on television (for example, an adult product advertised in a children's timeslot), accuracy, fairness and privacy in news and current affairs; or dislike, contempt or ridicule on grounds of age, colour, gender, national or ethnic origin, disability, race, religion or sexual preference.

#### Possible ethical breaches

- A UK children's cartoon had to be withdrawn from Australian television after an episode taught that spiders are our friends and we should play with them. This is fine for the United Kingdom, where spiders are not as dangerous. It was deemed to be dangerous for Australians audiences.
- A reality TV show edited a segment to make it look like one contestant was making racist and bullying comments about another contestant. The comments were actually about the other contestant's dog, not the person.
- A popular teenage soap opera was employing only white actors and not genuinely reflecting the true ethnic makeup of Australia.
- A sports interviewer asked an athlete out on a date on live TV.
- A football commentator said that a female journalist should be drowned. He claimed it was a joke.
- A finance show panned to a group of brokers who were working at computers and accidentally showed the computer of one employee who was watching explicit material. It was accidental but the program was rated G and children could have been watching.





- A reality TV show encouraged participants (by giving a prize) to break up married couples. There are other reality TV shows on Australian television with controversial premises, too.  
*Note:* The website has lots of examples of ethical breaches and complaints that you could use as examples. It also has a copy of the Commercial Television Industry Code of Practice 2015, so you can see if a breach has been made.



## That Sugar Film

Located mostly along Australia's eastern coastline, Australian cane farms extend from Mossman in far north Queensland to Grafton in northern New South Wales. There are around 4400 cane farms growing sugar cane on a total of 380 000 hectares each year. The Australian sugar-cane industry is one of Australia's largest and most important rural activities, with sugar cane being Queensland's highest earning **agricultural** crop.

**agriculture**  
the science or practice of farming, including the growing of crops and the rearing of animals to provide food, wool and other products



Shutterstock.com/Thamaree Deepul



Shutterstock.com/Elena Veselova

Sugar cane (left) and the final product (right)

However, in recent times, the consumption of sugar and its relation to potential negative health consequences have been the subjects of heated debate and controversy.

So what's the story? Is sugar the hero of Australian farming or is it a villain causing obesity and sickness across the country?

In 2014 Damon Gameau directed and starred in an Australian documentary called *That Sugar Film*. The documentary focused on sugar, particularly **hidden sugar**, and the effect it can have on the human body. It follows Gameau's experiment on himself, detailing what happened when he drastically changed his eating habits.

**hidden sugar**  
sugar that's added to food and drink but not labelled as such and not recognised as sugar by consumers

### Responding

Watch the film and answer the following questions.

- 1 **Identify** the key message in the film. What does Gameau want the audience to learn from the film? What evidence does he provide in order to support this view?
- 2 Gameau frequently talks to the audience. **Comment** on this technique. Does it enhance his message? **Explain.**
- 3 **Comment** on Gameau's representation in the film. As the subject *and* the director of the documentary, he would have made several decisions to encourage the audience to view him in a certain way. How does Gameau want the audience to see him? As authoritative? As likeable? As dedicated to his cause? Choose a quality and then choose





### cameo

brief appearance or voice part of a known person in a work of the performing arts, typically unnamed or appearing as themselves

a scene that supports this representation. For example, he shows his pre-diet test results as he wants the audience to think he was initially careful about his health.

- 4 **Comment** on the use of computer imagery, musical numbers, sketches, **cameos** from famous people such as Hugh Jackman, and offbeat field trips. Do these enhance or detract from the film's themes? **Explain.**
- 5 **Compare** your opinion of sugar before and after you watched the film. Did the film change your opinion about sugar? Why or why not? What scene or technique influenced your opinion the most? **Explain.**
- 6 A local Australian review in *The Sydney Morning Herald* claimed that the film is 'not rigorous enough to prove anything at all'. **Comment** on this claim. Do you agree? **Explain.**
- 7 **Judge** the film. Given that this was not a verified scientific experiment and that Gameau has no training in this area, do you think it is safe for Gameau to try to influence the community about this product? Are there any ramifications? How could this film impact on sugar farmers?
- 8 **Consider** the representation of sugar generally. Do you think most people in Australia view it as dangerous as depicted in the film? If you tell your teacher that you have a confectionary bar for breakfast each morning, how would your teacher react?
- 9 a Search online for the Coca-Cola ad *The Wonder of Us*, which first aired at the 2018 Superbowl, or follow the weblink provided.

- b **Consider** the TV advertisement along with other advertisements for Coca-Cola. Coca-Cola offers a variety of different drinks, including a regular Coke with about 35 grams of sugar per 330 mL, the discontinued Coke Life with 10.6 grams, and Coke Zero with none. Describe the representation of sugar in the Coca-Cola marketing campaigns. What techniques are used to present these ideas? Compare this representation of sugar with that offered in *That Sugar Film*.



Coca-Cola's *Taste the Feeling* ad

© Emilija Mijlkovic/Ivkovic/Dreamstime.com

## Creating

### Letter to the editor

#### Context

Letters to the editor are published in nearly all magazines and newspapers. Anybody can write a letter to the editor, but generally, the magazine or newspaper chooses letters that are interesting, funny or provide an alternative take on the issue. The purpose of a letter to the editor is to express someone's individual views about a current issue. Log on to your local newspaper's website to view some examples.

#### Task

Where do you sit in the great sugar debate?  
Do you think sugar is okay in moderation?

Or should it be avoided at all costs? What would be the impact? **Create** a letter to the editor arguing for or against the topic 'Sugar harms Australians'.

#### Conditions

Length: 150–200 words  
Genre: letter to the editor

#### Guidelines

Begin the assignment by researching the topic. Brainstorm and plan your letter before you begin writing it.  
Use evidence to present your point of view.

### Possible structure

#### Introduction

Introduce the issue and key points. You might like to begin with something interesting, like a quote or anecdote (little story).

#### Body text

Outline each key point, explain it, provide an example, sum it up, and then move on to the next point. (This is called PEEL. We use it to remember the four points of a paragraph – Point, Explain, Example, Link.)

#### Conclusion

In your conclusion go over your topic and main points. Finish with a final thought.

#### Tips

- Be clear.
- Be compelling.
- Make sure your research is up to date.
- Be consistent.
- Edit your work.

## Satire

Satire is a form of textual transformation. This means that satire is a reworking of an original text. Somebody takes a song, TV show or other piece of work and transforms it. They usually do this to make fun of the original. Sometimes they do it to expose something wrong with the original.

### Responding

#### Mad As Hell

*Mad as Hell* is a comedic news program broadcast by the ABC. Host Shaun Micallef and a selection of cast present a humorous and satirical take on the news. Watch an episode and answer the following questions.



Cetty Images/Scott Barbour

The cast of *Mad as Hell*

- 1 **Compare** this to a regular news broadcast. How are the genres similar? They both have hosts, for example. How are they different?
- 2 Like many comedy programs, this show has a live audience. **Consider** why the genre of television comedy frequently uses live audiences while other genres such as drama and news do not. What is it about television comedy that attracts the need for a closer (immediate) relationship with the audience? **Identify** the risks and benefits of having a live audience.
- 3 **Consider** how the current federal government (always a popular topic for the show) is represented. Is it a positive or negative representation? Provide evidence for your answer.
- 4 *Mad as Hell* features comedy and discussion on several different topics. **Consider** how the show moves from one topic to another. Is there an indicator to show the audience that the topic has now changed?
- 5 **Evaluate** the language that Shaun Micallef uses. Is it formal or informal? Are the words sophisticated or simple? Were you able to understand him? What does this tell us about who the producers and writers think the majority of the audience might be?

### Creating

- 1 Choose a topic discussed in *Mad as Hell*. In this program, current events are satirised and given a slightly negative representation.
- 2 Create a television news report about the same topic. This time use a mostly neutral approach. Be informative and try to explain what happened without any use of opinion.

Structure for the genre of the television news program

- Choose a picture and caption to be displayed behind the newsreader.
- Introduce the story. Explain what happened. Journalists normally answer these questions: who, what, where, why and how.
- Unlike *Mad as Hell*, try not to include any opinion. Stick to the facts. However, you also need to be entertaining. Try to only include interesting facts.
- Keep your language formal. Use sophisticated words. (But not too sophisticated. The audience needs to understand you.)
- Remember you need to change the representation of the story. In *Mad as Hell*, the representation is satirised. This should be neutral.
- Also remember you have a different relationship with the audience. In *Mad as Hell*, the objective is to make the audience laugh and see the issue in a new light. In this piece, your aim is to inform the audience in an interesting way. Your audience wants facts, not satire.
- Finish the broadcast with a one-line summary.

## Changing representations

Satire can be found in many forms. Work can be parodied in re-workings of songs, films and an assortment of other styles. Quite often, serious issues are presented in a comical form in political cartoons.

Wait a minute!

**If parody is the work of another person, copied and remade, isn't it a breach of copyright?**

The issue of copyright for satire or parodies was answered by an interesting legal case that occurred in 1961, when a \$25 million lawsuit was filed over copyright infringement against a magazine that had parodied some songs. A publishing group hoped to establish a legal precedent that only a song's composers hold the right to parody that song. The US Court of Appeals upheld the decision that gave the magazine the right to parody the song, paving the way for artists to create satire and parody without worrying about copyright.

Responding

Fairfax Media is one of the largest media companies in Australia. It owns newspapers, magazines, radio and digital properties. You've probably even seen or heard some media produced by Fairfax this week: they own newspapers like *The Age*, websites like Weatherzone, several radio stations and TV channels like Stan (part owner).

This is a cartoon produced by Fairfax Media for several of its newspapers. It depicts the royal wedding between Prince Harry and Meghan Markle. Look over the cartoon and answer the questions.

- 1 • **Identify** what this satirical piece is about.
  - **Identify** the language and visual elements in this piece that are used to present humour and a message.
- 2 **Judge** the cartoon. Is it funny? **Explain**.
- 3 Overall, what does this cartoon say about society? Is the topic being represented in a particular way? Are there broader comments about society? **Explain**.
- 4 **Comment** on the picture. Is it appealing? Does it make social commentary?

- 5 **Consider** the audience of a major newspaper. Would they read the newspaper for humour or social commentary?



Fairfax Media cartoon depicting the wedding of Prince Harry and Meghan Markle

Fairfax Syndication/Matt Golding

## Responding

Search online for the BBC interview with Meghan Markle and Prince Harry from 27 November 2017, when they became engaged, or follow the link provided.



Prince Harry and Meghan Markle

- 1 **Describe** the representation of Meghan Markle and Prince Harry in this interview. Comment on the questions asked by the reporter. Are they invasive or respectful? Comment on the appearance of both subjects. Are they dressed formally? Describe their body language and demeanour. Do they appear to be enjoying the interview?
- 2 The BBC operates under a royal charter. This means that the BBC obtains a licence from the Home Secretary. This licence is accompanied by an agreement that sets the terms and conditions under which the BBC is allowed to broadcast. **Describe** how this influences how the BBC reports on members of the Royal Family.
- 3 **Compare** the representation of the couple by *the Fairfax Media cartoon* and the BBC interview. Has the appearance of the couple been manipulated in either text? How? **Explain** why the media organisations have done this.
- 4 **Compare** the topics covered in the two pieces. Which topics are present in both stories? What important topics have been omitted in either or both stories? What is the impact of covering these subjects and leaving other material out?
- 5 **Identify** the point of view of the couple in both pieces. Are you able to identify what the interviewer/editor (for the BBC story) and writer/editor/artist thinks in either story? What features led you to think this? Identify the textual elements and language that are used to portray ideas and issues of the creators.
- 6 **Identify** the target audiences for both pieces. Would the same people watch the interview and read *political cartoons in newspapers*? **Explain**.
- 7 Has any view of another person involved in the story been silenced/marginalised in either piece? 'Silenced' or 'marginalised' is when a person or group who has an involvement in the story has been ignored. Harry's grandmother, the Queen, has been mentioned extensively in both pieces. Is there anyone else who has a vested interest in the story whose view has not been told?

## Creating

### Task 1

- 1 By the time you read this book, this story will have developed. Create a third media text about the couple, updating the audience about what has happened next.
  - Choose a newspaper article (look back at chapter 3 to see how), a feature article (look back at chapter 2 to see how) or another text, as approved by your teacher.
  - Shape your representation of the couple. It may be positive, like in the BBC interview, or humorous, like in *Fairfax Media cartoon*. Whichever view you choose to take, shape the textual features in order to cater to the chosen genre, including:
    - » headline
    - » lead-line
    - » subject matter
    - » content
    - » vocabulary choice
    - » picture and caption.
  - If you do choose to do a negative representation, remember that, like in the case of the Rebel Wilson stories, you are accountable. Don't include anything that isn't true or can't be proven, unless it is clearly a satirical piece (as in the case of *the cartoon*) and never meant to be taken seriously. Even then, as a creator, you are taking a risk. Be careful with your representation.

### Task 2

- 1 Choose a text and rework it. Ideas could include the following.
  - Choose a song that you know well and print out the lyrics. Come up with an idea of how the song could be changed. Rework the lyrics of the song according to a theme. Ideas include





changing the words of the song so that it has an environmental message *or* if it is a love song, consider the other side of the story – the person being written about. Change the words so that the other side of the story is told.

- Rewrite a fairytale. For example, you could take a story like *Cinderella* and give it a more modern context by including social media and modern language.
  - Rewrite the opening of a TV show like *The Biggest Loser* (you could make it into *The Biggest Gainer*).
  - Choose another text approved by your teacher.
- 2 Justify your changes in a 200-word response.

Wait a minute!

### This text has already been created. Why am I redoing it?

The best way to understand a text is to change it. By reworking a text, you will have a unique understanding of how creating a text works. This will help you with all of your assignments, because you gain a better understanding of how to write.

Suggested structure for the justification

#### Introduction

- Introduce the original.
- Tell us briefly why you have chosen the original.
- Tell us what you intend to do with your reworking (what is your key message?).

#### Original artist and text

- Describe the original artist and the song.
- Explain in depth why you choose the artist/song.
- Describe the key features of the original and compare it to yours.

#### Your changes

- Describe your parody and its key features.
- Describe three key techniques that you use.

#### Conclusion

- Mention the original.
- Make some final notes about your structure.
- Describe your three key techniques.
- Finish with a note about your overall message.

## Podcasts

On 13 August 2004, Adam Curry from Texas, USA, began a radio-like show called *Daily Source Code*. However, this wasn't a radio show; it was a podcast, believed to be one of the first ever podcasts. In his show, Adam discussed his everyday life and delivered news. Later, he discussed the development of podcasting and promoted other emerging podcasts.

A podcast is essentially a talk show, broadcast over the Internet. By 2007, audio podcasts were doing what was historically achieved by radio broadcasts. Podcasts were made possible through the development of the Internet. Unlike a radio show, the podcast is made by the everyday listener, helped by increased consumer access to cheaper hardware and software for audio recording and editing. Not everybody can become a radio star, but anybody can launch their own podcasts. Topics are varied, ranging from crime to news and entertainment. There are many different types, including enhanced podcasts (podcasts with digital images), podcast novels (also called audio books) and video podcasts.

# Blockbuster podcasts

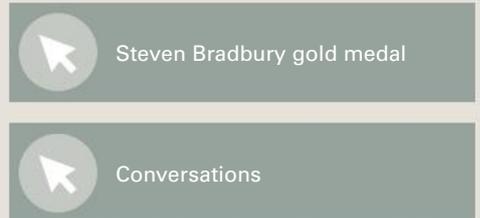
One of the most popular podcasts of all time is *Serial*, an investigative-journalism podcast hosted by Sarah Koenig. Season 1 investigated the 1999 murder of Hae Min Lee. Lee's ex-boyfriend, Adnan Masud Syed, had already been convicted of the crime, but the host investigated the crime herself and eventually discovered some inconsistencies in the case. Downloaded over 68 million times, the podcast resulted in a new trial for Syed. In 2017, the producers launched a follow-up show called *S-Town*.

# Australian podcasts

*Conversations with Richard Fidler* is a radio program and podcast that began in 2006. Each episode, the host interviews a person who has experienced an unusual life. Sometimes the person being interviewed is famous, but often they are people who simply have a good story to tell. Guests include ice skaters, musicians, animators, an ocean-liner engineer, animal trainers, helicopter pilots, and a police officer who won a bravery medal. This program, originally broadcast on ABC radio most days at 11 a.m., is able to reach a much larger audience due to the technology of podcasting and availability of episodes online.

## Responding

Steven Bradbury is an Olympic speed skater who won a gold medal at the 2002 Winter Olympic Games in Salt Lake City. Search online for his medal-winning race, or follow the given link and listen to the *Conversations* podcast with Steven Bradbury from 4 December 2017.



- 1 **Describe** Steven Bradbury's early speed-skating career. How did he become interested in it initially? Did he show early promise? What event caused him to take training more seriously? Was he talented? How does he present the career of an ice skater? Does he present it as appealing? How?
- 2 **Evaluate** the role of the host, Richard Fidler. Is he simply listening or is he more interactive? **Explain.**
- 3 Steven Bradbury is often represented by the media as someone who won an Olympic gold medal by simply being lucky. Is this true? **Explain.**
- 4 Very little of this interview covers Steven's personal life. We don't hear whom he married, what other jobs he does or even how he earns a living now. **Consider** the choice of the producers and the host to keep the focus on skating. Why would they do this? Does it enhance the story? How does it influence the representation of Steven? **Explain.**
- 5 Steven explains that he feels that, in order to succeed, one needs to focus on one task and not be a 'Jack of all trades'. Why does he feel this way? **Compare** his attitude on this topic with your own. Do you agree? **Explain.**
- 6 **Evaluate** the podcast. Is it entertaining? Would you listen to a show like this? Would you be doing something else at the same time? **Explain.**
- 7 Steven Bradbury has become something of a cultural icon. The phrase 'doing a Bradbury' has come to mean winning something by accident or luck (although the podcast proves that Bradbury was also a highly talented skater). **Comment** on how Bradbury became a cultural icon for this country. What part of the Bradbury story makes it uniquely Australian?
- 8 A recent report has estimated that 64 per cent of 12- to 24-year-olds listen to podcasts. **Comment** on the longevity of podcasts. What do you think the invention of podcasts will do to radio? Will it last? What features of the podcast genre will ensure its survival/demise?





- 9 In chapter 5, you watched the film *The Impossible* and learnt about one woman's experience of the 2004 Boxing Day tsunami. Search the *Conversations* website for 'After the tsunami: using DNA to return names to the missing' (or follow the link above) and listen to another account of the same event. Forensic biologist Kirsty Wright spent five months in Phuket, Thailand, leading a DNA team to identify victims of the Boxing Day tsunami. **Compare** the two accounts. How are the representations of the same event similar? How are they different?



After the tsunami

### Creating

- 1 With a partner, **create** your own podcast. Imagine that you are creating a show about teenagers for teenagers. One of you will play the role of the host, and the other the subject. Interview each other about life in Year 12. How did you come to be at this school? What was your early life like? What are your passions? Who are your friends? What are your hopes for the future?

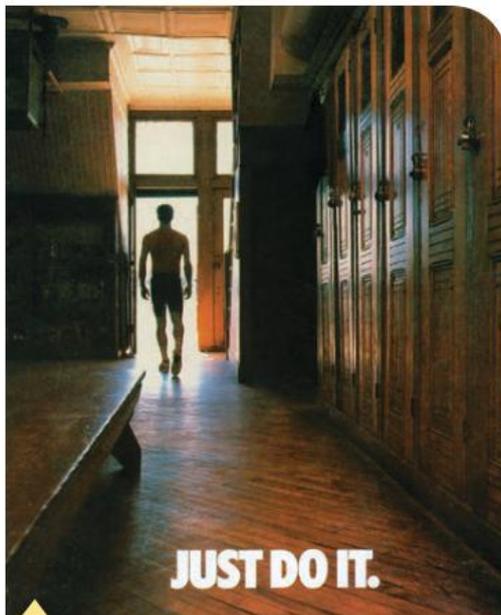
### Wait a minute!

#### Isn't the life of a school student a bit boring for a podcast?

You may never have won a gold medal or a bravery award, but this does not mean your life isn't interesting. The purpose of this task is to choose the aspects of your life that might engage the listeners. Remember this podcast has an audience of young people who will find your life interesting because they lead similar lives.

# The language of selling

## Just Do It



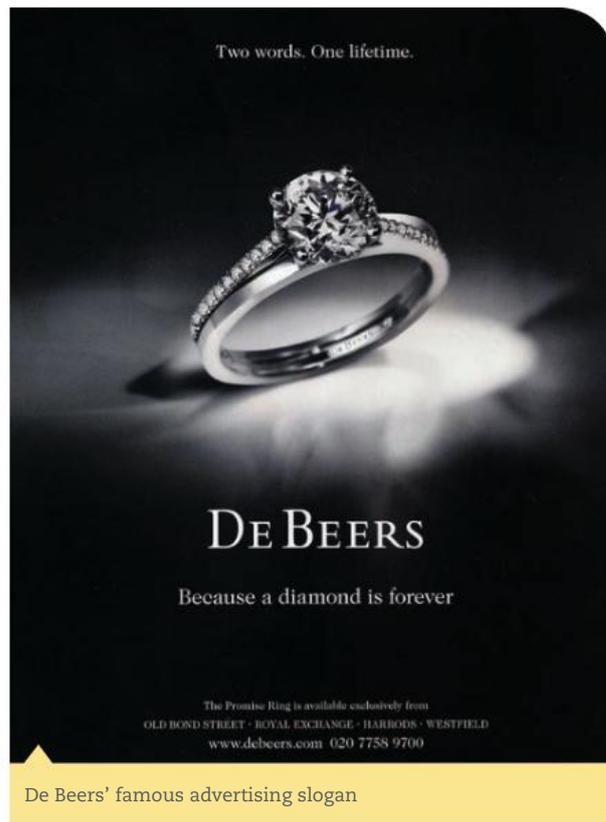
Alamy Stock Photo/The Advertising Archives

'Just Do It' is one of the most famous phrases in advertising.

Originally, shoe giant Nike catered almost exclusively to marathon runners and was much less successful than rival Reebok. However, when the fitness craze emerged, Nike's marketing department knew they were on the brink of a very big opportunity if they could tap into the market that now extended not just to running but to all sports. In the late 1980s, Nike created the 'Just Do It' campaign. It was an instant success. In 1988, Nike sales were at \$800 million; by 1998, sales exceeded \$9.2 billion. The idea of 'Just Do It' was very simple, yet summed up everything people felt when they were exercising. It remains relevant today. Don't want to run five kilometres? Just Do It. Don't want to go to footy training after an argument with your girlfriend? Just Do It. It's a slogan that almost everybody could relate to: the drive to push ourselves and achieve when we really can't be bothered.

# A Diamond Is Forever

In 1999, *AdAge*, a renowned advertising publication, declared De Beers' 'A Diamond Is Forever' the most memorable slogan of the 20th century. The company presented the idea that no marriage would be complete without a diamond ring. It suggested that a diamond ring, normally regarded as a luxury, was actually a necessity. This was a very effective marketing campaign, because the advertising has over the years convinced people that a diamond ring is the only option for an engagement ring; this was not the case before.



Alamy Stock Photo/The Advertising Archives

## Responding

- 1 Do you think the Nike catchphrase 'Just Do It' is inspiring? **Explain** why it has been so successful. What is it about this slogan that has caused audiences to respond so well?
- 2 **Judge** the De Beers slogan. Do you think it is a healthy way of representing something that many people can't afford? Would it work on you? **Explain**.
- 3 **Examine** the two ads. How many words are there? Do they contain a statement or ask a question? What are the images showing? Who are they targeting? Do you think they are effective?
- 4 Search online for the famous Volkswagen 'Think small' campaign, which shows a Volkswagen beetle reproduced as a small image on a white background with the text 'Think small'. Before Volkswagen began the campaign, people in the USA preferred larger US-made cars. **Clarify** how you feel about cars. Do you prefer small or large ones? **Examine** the advertisement and explain how it could have changed cultural representations about small cars.
- 5 For the last 75 years, McDonald's has been a leader in marketing campaigns across the world. It now serves 68 million customers a day, in 119 countries across more than 35 000 franchises. The company was able to upscale its business by asking one simple question: 'Would you like fries with that?' This has not only contributed to the growth of McDonald's across the world but has also become an iconic catchphrase on its own. **Explain** why this catchphrase works so well. What impact has this simple phrase had on our culture?

### Radio/podcast interview

Research Nike or De Beers. See if you can find some negative facts about the brands. Perhaps they have behaved unethically in the production of their products? Perhaps workplace-quality standards have not been met? Perhaps there are better-value alternatives?

- 1 In pairs, **create** a radio or podcast interview where one of you plays the host and the other plays the CEO of the company.
- 2 The advertisement you have seen presents a highly positive and limited representation of the brand. Try to make your interview less positive, with harder questions. It does not have to be completely negative, but it could be more honest than an advertising campaign.

#### Suggested structure for the radio interview/podcast

- Begin by greeting the guest and introducing them to the audience. Explain who the person is.
- Ask some introductory questions about the company. When did it start? What kind of products does it make? What are the challenges of the business? What are the successes?
- Ask questions that are harder hitting/more honest. Are there any side effects of the product? Is it safe? Is the workplace of high quality?
- Don't be too hard. If you are, your interviewee will walk out and nobody will want to come on your program.
- Remember this is entertainment. Try to keep the interview interesting.
- Ask open questions (questions that encourage the person to present a longer answer) rather than closed questions (questions that have a yes or no answer).
- Listen and respond to the interviewee. Don't just go on to the next question.
- Finish with a short conclusion/recap and thank the interviewee. Use the earlier podcast section as an example.

# Assessment tasks

## Part A: Mock exam

### Task

- 1 Select one print advertisement that you feel is effective.
- 2 Bring it to class.
- 3 Your teacher will provide you with another advertisement. It may be one of the advertisements detailed above. Your teacher will let you know exactly which one on the day of the exam.
- 4 Analyse each advertisement in two separate written pieces. **Identify, consider** and **explain** how the elements of the advertisement make up the text's meaning.

### Conditions

Your teacher will give you 15 minutes to plan and 90 minutes to write. This may be in one continuous session or allocated over three consecutive sessions.

#### Wait a minute!

**I probably won't be analysing advertisements in my real job. Why am I doing this now?**

This activity is practice for a real exam you will do this term. It will give you time to prepare and receive feedback so that on the day of the exam you can do your best work possible.

## Part B: Evaluation

### Self-reflection



Shutterstock.com/Have a nice day Photo

Self-evaluation

## Self-evaluation: Stimulus response

CRITERIA	SUCCESSFULLY ADDRESSED? (YES/NO)	NEEDS WORK (ADD A COMMENT)
<b>KNOWLEDGE APPLICATION</b>		
Does the stimulus response represent the issue in a particular way?		
Have you focused on cultural influences of the issue?		
<b>ORGANISATION AND DEVELOPMENT</b>		
Have you used appropriate paragraphs?		
Is the information in a logical order?		
Is all of the information relevant?		
<b>TEXTUAL FEATURES</b>		
Is there a good variety of words?		
Is there a good variety of sentences?		
Have you used capitals correctly?		
Have you used a good variety of words and avoided slang and abbreviations?		
Is the stimulus response error-free?		

# U4

## REPRESENTATIONS AND POPULAR CULTURE TEXTS

Chapter 7: Texts for the millennial

Chapter 8: Popular culture from a sunburnt land



Shutterstock.com/one line man

9780170421782

### LEARNING GOALS:

In this unit, you will explore local, community, national and global issues. As part of this study, you will examine the texts used to discuss these concerns. You will also learn how these texts contain values and representations (or particular viewpoints).

To do this you will:

- 1 use patterns and conventions of genres so that you can persuade audiences about your ideas on community, local and global issues
- 2 use techniques in order to appeal to different audiences
- 3 construct and explain representations of identities, places, events and concepts
- 4 make use of and explain the ways people make assumptions based on their culture or background and how these assumptions are shown in texts they create
- 5 explain how the different parts of texts shape meaning about perspectives on community, local and global issues in media texts
- 6 select and use subject matter to support ideas and persuade audiences
- 7 put subject matter in a logical order and, use words and phrases in order to make sure that the text makes sense
- 8 make choices when creating your text about language that will motivate audiences
- 9 use features of language to persuade and inform, across a variety of texts

### ASSESSMENT GOALS:

- A Create a multimodal speech that focuses on the identification, consideration and explanation of ideas and information in texts.
- B Create a blog for a character who has been marginalised.

# Chapter 7

## Texts for the millennial

A text is a medium that transmits a message. It can be a book, a film, a feature documentary, a podcast, a text message or even a tattoo. The focus in this unit is on popular texts. For this chapter, this includes texts that are unique to your generation and this current time, otherwise known as popular culture texts. In the next chapter we look at Australian texts. Through the study of these two kinds of text, we will learn how they create meaning and present values and perspectives. You will also develop your comprehension skills and understand more about the way people interpret what they read, hear and see.



Getty Images/David Paul Morris/Bloomberg

Steve Jobs presenting an Apple product

## Popular culture in a digital world

My own experience is use the tools that are out there. Use the digital world. But never lose sight of the need to reach out and talk to other people who don't share your view. Listen to them and see if you can find a way to compromise.

Source: Colin Powell (US statesman and retired four-star general in the United States Army)

Historically, privacy was almost implicit, because it was hard to find and gather information. But in the digital world, whether it's digital cameras or satellites or just what you click on, we need to have more explicit rules – not just for governments but for private companies.

Source: Bill Gates (co-founder of the Microsoft Corporation)

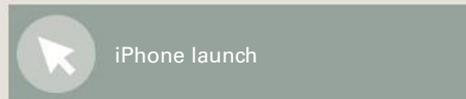
Thanks to the invention and adoption of digital technology, our world is very different to what it was 20 years ago, or even 10 years ago. Computers, tablets and mobile phones (which now function as small computers) have changed almost every aspect of our lives. Some people worry that, while the new technology has brought us convenience and entertainment, we have lost aspects of our culture in terms of privacy and social interaction.

Do you agree?

Do you embrace your life in a digital world? Or do you regret that technology distracts you from your tasks and the people you love?

### Responding

In 2007, US industrial engineer and Apple CEO Steve Jobs introduced the first smartphone to the world. Watch the launch of the phone and answer the following questions.



- 1 **Identify** the tools Jobs uses to let his audience know that something is happening.
- 2 Steve Jobs describes the smartphone (or in his case the iPhone) as a 'revolutionary' product. **Consider** the use of the word 'revolutionary'. Is it accurate or is it a word that Jobs uses to make his speech more exciting? Do you agree that the smartphone is revolutionary? Is it important across the world or exclusive to some cultures? **Explain.**
- 3 Steve Jobs initially misleads his audience, making them think that Apple is introducing three products, eventually revealing that it is one product. **Comment** on this technique. Does it create more excitement? **Explain.**
- 4 Think about how the smartphone has changed your life. If you do not own one, **determine** if your life is different to your peers' lives. Is the importance of a smartphone dependent on a person's age or culture? Does it appeal to particular people of specific ages? **Explain.**
- 5 **Consider** the relationship between Steve Jobs and his audience. Are they supportive of his ideas? What kind of people would attend a launch like this? Would he receive the same reaction in a different setting, such as an audience of school students or senior citizens?
- 6 **Comment** on the representation of the iPhone. Does Steve Jobs describe it accurately or does he make it seem more important than it actually is?

## Digital literature

Electronic literature or digital literature is a kind of literature produced exclusively on and for digital devices, such as computers, tablets and mobile phones. Unlike other literature, digital literature cannot be printed because meaning is lost when it is printed in an alternative form. For example, a news article about Syria that includes moving pictures (like a film) would lose impact if shown in a printed version (such as a newspaper) where the moving images could not be shown.

Other examples include:

- novels that are exclusive to tablets and smartphones for the simple fact that they require a touch screen
- ebooks or poetry that contain hypertext (links to another text or poetry)

- animated poetry using programs like Flash
- computer art installations that have digital interactive aspects
- stories with conversational characters (known as chatbots or chatterbots)
- novels that are constructed in the form of emails, text messages or blogs
- joint writing projects that allow readers to contribute to the text of a work
- fan fiction
- Facebook stories
- blogs
- Twitterature (stories on Twitter that provide the creative challenge of being limited to 280 characters)
- the Twitter novel (a novel that tells the story over 280-character serial instalments).

## Responding

As legend has it (although never actually verified historically), famous writer Ernest Hemingway was having lunch with friends at a restaurant when he bet his friends \$10 each that he could craft an entire story in a single sentence. After everyone handed over their money, Hemingway wrote, 'For sale: baby shoes, never worn' on a napkin, passed it around the table, and was able to collect his winnings.

In 2012, *The Guardian* ran a similar competition and challenged traditionally published authors such as Jeffrey Archer and Ian Rankin to write a story suitable for Twitter (limited to 140 characters at the time).

Read over the short stories and answer the questions.

### Geoff Dyer (English author of fiction and non-fiction)

I know I said that if I lived to 100 I'd not regret what happened last night. But I woke up this morning and a century had passed. Sorry.

### James Meek (British novelist and journalist)

He said he was leaving her. 'But I love you,' she said. 'I know,' he said. 'Thanks. It's what gave me the strength to love somebody else.'

### Jackie Collins (English romance novelist)

She smiled, he smiled back, it was lust at first sight, but then she discovered he was married, too bad it couldn't go anywhere.

### Blake Morrison (English poet)

Blonde, GSOH, 28. Great! Ideal mate! Fix date. Tate. Nervous wait. She's late. Doh, just my fate. Wrong candidate. Blond – and I'm straight.

### Ian Rankin (Scottish crime writer)

I opened the door to our flat and you were standing there, cleaver raised. Somehow you'd found out about the photos. My jaw hit the floor.

### Jeffrey Archer (English novelist and politician)

'It's a miracle he survived,' said the doctor. 'It was God's will,' said Mrs Schicklgruber. 'What will you call him?' 'Adolf,' she replied.

### SJ Watson (English writer)

She thanks me for the drink, but says we're not suited. I'm a little 'intense'. So what? I followed her home. She hasn't seen anything yet.

### Helen Fielding (English novelist and screenwriter)

OK. Should not have logged on to your email but suggest if going on marriedaffair.com don't use our children's names as password.

Source: 'Twitter fiction: 21 authors try their hand at 140-character novels', *The Guardian*, 13 Oct 2012 Copyright Guardian News & Media Ltd 2018





### irony

a state of affairs or an event that seems deliberately contrary to what one expects and is often wryly amusing as a result

- 1 Jeffrey Archer's story points to a moment in history. **Identify** what he is referring to.
- 2 **Explain** what happened with Blake Morrison's date.
- 3 Do you think that Helen Fielding's attempt is a complete story? **Explain**.
- 4 Several of the stories use **irony**. **Identify** those that do.
- 5 **Judge** the stories. Which one appeals to you most? **Explain** the qualities that make the story you picked the best in your opinion.
- 6 **Comment** on this Twitter-story genre. What common qualities do all the stories share? What language techniques do the writers need to use in order to tell a complete story so quickly?

### Creating

- 1 **Create** your own story for Twitter. You can even submit it using the hashtag #Tweet140novel. (Twitter has recently changed its character limit to 280 so you have a bit more space to create your story.)
- 2 Look over the list of digital texts. Which do you use? Which had you not heard of before? **Select** one that interests you and create a digital text of your own. The good thing about digital texts is that there is a huge number of examples at your fingertips. And unlike other texts, you can publish your digital text immediately.

## Representations on social media



Carter Wilkerson overtook Ellen DeGeneres' record for the most retweets for a single tweet. He had over 3 million retweets of his tweet to Wendy's, the American fast-food burger chain.

# Interesting facts about social media

- Around 3.03 billion people use social media regularly (world population is around 7.6 billion).
  - Adult Facebook users spend around 68 per cent of their mobile-device time using social media apps.
  - Ninety-one per cent of retail brands use two or more social media channels.
  - Facebook Messenger and WhatsApp handle around 60 billion messages a day.
  - The most liked non-Facebook-owned page is that of Cristiano Ronaldo (Portuguese footballer) with 122.6 million likes.
  - Music videos are the most searched item on YouTube. The second most searched item are Minecraft videos.
  - At present (and this may change) Katy Perry has the most Twitter followers.
  - Pizza is the most popular Instagrammed food, behind sushi and steak.
- How much time have you spent on social media this week?

## The world of social media

Based entirely on computer-based technology, social media are applications that enable the conception and distribution of information, ideas, career interests and other forms of expression through virtual communities and networks. They may take many different forms, including blogs, business networks, forums, photo sharing, products/services reviews, social gaming, social networks, video sharing and virtual worlds. Users can access social media through computers, tablets and smartphones.

Today the leading social network sites are:

- 1 Facebook: a social networking site that allows users to create their personal profiles, share stories, photos and videos, and communicate with other users
- 2 Twitter: a service that allows users to post short updates or thoughts through 'tweets' (short messages under 280 characters)
- 3 Pinterest: an online virtual pin board that allows users to display photos of items found on the Internet by 'pinning' them. It is a way of sharing and collecting ideas for everything from nail art, home renovation, fashion and workouts to fancy-dress costumes.
- 4 Snapchat: allows users to send and share photos of themselves doing their daily activities. Unlike on other social media sites, images and stories are only available for a short period before they become inaccessible.
- 5 LinkedIn: a networking website for the business community that allows users to create professional profiles, post resumes, and communicate with other professionals and jobseekers
- 6 YouTube: a video-sharing platform
- 7 Instagram: a picture-sharing social network site that allows users to edit and share pictures with the public or with a preapproved group of people.

Around 85 per cent of people in the Western world have social media accounts, with many holding more than one. Social media has both negative and positive effects. On the one hand, social media can help an individual connect with a variety of people. It can also be an effective communication (or marketing) tool for a variety of organisations. On the other hand, social media can also lead to harassment, **cyberbullying** or **trolling**.

### cyberbullying

to use electronic communication to bully a person

### trolling

to actively bully a person on the Internet

## Responding

In a 200-word response, **reflect** on the list of social media sites above. Which of these sites do you use? Why? Which sites do you avoid? Do your parents monitor or limit your social media use? When do you use social media? Does it impact positively or negatively on your life?

## Creating

- 1 **Select** a social media site such as Pinterest, Twitter or Snapchat. **Create** a timeline of events that have led to its invention, adoption and popularity. If its popularity has declined at all, make sure you mention when and why this happened.
- 2 Social media has both advantages and disadvantages. With a partner, **create** a list of each. Now choose sides: one person will create a poster that warns against the dangers of social media, and the other will make one that celebrates its advantages. The posters should have opposing messages but be similar in style, including fonts, pictures and overall format.

## Twitter versus Snapchat

Twitter is a social media site characterised by its short messages called ‘tweets’. These messages were originally restricted to 140 characters, but in 2017, the limit was doubled to 280 characters for all languages except Japanese, Korean and Chinese. Created in 2006, the platform quickly gained popularity and by 2012, more than 100 million users were posting 340 million tweets a day. It remains one of the 10 most visited websites and has been described as ‘the SMS’ of the Internet.

Like Facebook, Instagram and Twitter, Snapchat is a social media app that allows users to share stories, videos and pictures. People can draw on their images or alter them. What makes Snapchat different to other social media apps is that Snapchat messages are only available for a short period of time. Snapchat continues to be the most popular app for teens, who focus more on posting pictures and videos than stories. The ever-changing nature and easy-to-use functionality of Snapchat also appeal to younger audiences.

## Responding

- 1 Twitter is free to use, but it is also a highly successful commercial venture. **Explain** how Twitter earns money.
- 2 A word, phrase or topic that is mentioned at a greater rate than others is said to be a ‘trending topic’. Trending topics become popular either through a concerted effort by users, or because of an event that prompts people to talk about a specific topic. **Research** the trending topics for this year. Do any of these surprise you? **Explain**.
- 3 It is thought that Twitter is mainly used by older adults who might not have used other social sites before Twitter. Do you think that Twitter is for young people? **Explain**.
- 4 Twitter does not market itself as an emergency service but acknowledges that it can be helpful in the case of a mass emergency, such as a bushfire or a terrorist attack. **Explain** how Twitter could be useful in these types of situations.
- 5 Many political leaders have used Twitter to send out information. Do you think this is appropriate? **Justify** your answer.
- 6 Twitter is banned completely in Iran, China and North Korea and has been intermittently blocked in numerous countries, including Egypt, Iraq, Turkey and Venezuela, for different reasons. **Comment** on these governments’ decisions to ban Twitter. How does it impact on freedoms? Is it fair?
- 7 Conduct a class survey to find out which social media site is more commonly used in your class: Twitter or Snapchat. **Comment** on this trend. Why is this social media site more popular with this class?
- 8 Parents worry that the disappearing nature of Snapchat stories leads to **sexting** or bullying. **Assess** this concern. Is this a legitimate worry? **Explain**.

### sexting

sending  
sexually explicit  
photographs via  
phone

## Creating

The website Short of the Week presents short films on a variety of topics. Log on and watch the film *Growth* (or another film approved by your teacher). This nine-minute clip portrays the story of a family over 20 years. The family experiences some conflict. **Select** two characters and create a series of tweets that the characters might send out in order to represent the same situation in different ways.

For example, the younger son's birthday brings different reactions.



Growth: short film

His mother might tweet, 'Can't wait to see my boy's reaction when he receives his Nintendo 64. He will be thrilled.'

The boy might tweet, 'Can't believe my parents think a Nintendo 64 will fix anything.'

## Responding

**gone viral**  
become popular  
on the Internet  
very quickly

- 1 Visit the Facebook page of a famous person who interests you. **Evaluate** the page. How is the famous person being represented? Is it in a positive or negative way? **Justify** your answers with evidence. Do you think the person actually runs this account? **Explain**.
- 2 Andy Warhol once talked about every person having 15 minutes of fame. Some people have found worldwide fame in much less time than that, when their YouTube video had **gone viral**. **Consider** one video that has gone viral this year. **Discuss** the unique traits of the video that you believe caused it to gain worldwide attention, especially when compared with other personal videos that have not received the same attention.
- 3 Search online or follow the link here for the trailer of the 1998 film *You've Got Mail*, starring Tom Hanks and Meg Ryan.

This film was made before you were born and it is likely that you haven't seen it. It tells the story of two people in an online romance through email, who are unaware that they are also business rivals.

**Compare** and contrast the personal responses in this older example of popular culture with how people communicate today. **Describe** how the technology has changed. How would these two characters have met if the events occurred this year? Would they know about each other's professions? Would they communicate via email?



You've Got Mail

# Representations and body art

The tattoo is one of the most relevant symbols when studying 'texts for the millennial'. Once only sported by bikie gang members, criminals, dockers, marines, punks or other people on the fringe of society, tattoos have made an incredible gain in popularity. This growth has been particularly strong among women, with the proportion of Australian women with a tattoo now exceeding that of men (around 15 per cent women and 14 per cent men). The largest group of people with tattoos is generation Y (aged 22–36), with almost a third of this age group being 'inked'. Of those Australians who have tattoos, over half have more than one. Around 27 per cent of Australians regret getting a tattoo at one point in their lives.

Tattoos are made by inserting ink, dyes and pigments, either indelible or temporary, into the dermis layer of the skin to change the pigment. They have a long history, with Ancient Egyptians, Japanese and Polynesians all using tattoos as part of their culture. There were also

some ancient groups in China, Europe and other parts of Asia who tattooed themselves. The word tattoo comes from the Polynesian word *tatua*, which means to write. It was adopted into European culture when Captain James Cook returned in 1769 from his first voyage to Tahiti and New Zealand. In his narrative of the voyage, he refers to an operation called *tattaw*.

Tattoos often serve as marks of **rites of passage**, bravery, pledges of love, charms, talismans (objects that bring good luck) and protection, or as punishment, like the marks of outcasts, slaves and convicts. They can be created by professional artists, amateurs or naturally through trauma. There are medical tattoos, created by professionals for specific purposes, such as a mark for radiation. There are also cosmetic tattoos, such as permanent lipstick colour on the lips.

**rite of passage**  
celebration or commemoration to mark a new stage of life such as a wedding, christening, graduation or even funeral



Shutterstock.com/FXQuadro

Tattoos are a popular form of body art

Wait a minute!

**I thought this unit was about texts. Why are we reading about tattoos?**

A tattoo is not the usual kind of text you will find in a library (unless it is on a person). However, a text, while normally printed (e.g. a book) or published online (e.g. a blog), can be any form of communication. In this way a tattoo is definitely a text, because it communicates a message to those who can see it.

Responding

- 1 **Examine** and **discuss** the ways people perceive tattoos. What are some attitudes and beliefs about tattoos? Are they acceptable in the workplace? Do people of all professions have them? Are tattoos on certain places on the body more culturally accepted than others?
- 2 Why do people choose to get tattooed? **Explain** how people use personal connections and their own experiences as a source of inspiration for their tattoos.





- 3 Nazi soldiers forcibly tattooed Jewish prisoners with identification numbers. Similarly, many soldiers had their blood groups tattooed on them. Later, this became evidence of their involvement in war crimes when Nazi soldiers were prosecuted after World War II. **Determine** if this is an example of irony.
- 4
  - a Search Pinterest for a tattoo design that interests you.
  - b **Select** an example of a tattoo that shows the person it belongs to.
  - c **Consider** how this person would be represented in the workplace. You will need to imagine what they looked like before they got the tattoo. **Explain** how this tattoo changes a person's appearance and, ultimately, our opinion of the person. Does it enhance their appearance or detract from it? If you believe that tattoos do not change a person's representation, clarify your thinking in a paragraph.
- 5 In the 2016 Disney film *Moana*, key character Maui's tattoos magically appear when he earns them. Reflect on your life. If you were a demigod and tattoos appeared on your body as you deserved them, what tattoos would you have? What would they look like?

Wait a minute!

**I'm not likely to become a demigod in the future. What's the relevance of this activity?**

By reflecting on your life you can evaluate your strengths and weaknesses and feel proud of what you have achieved so far. You have made it to your final year in high school, which in itself is a great achievement. However, this year can be tough, so by reflecting on the good moments, you can develop the confidence you need in the not-so-good moments.

- 6 Sometimes tattoos can be functional, such as those placed on patients with Alzheimer's to help them be identified. Consider this practice. A person with Alzheimer's cannot participate in the decision to get a tattoo, but one could save their life if they get lost. Is it moral? **Explain**.
- 7 **Consider** tattoos and body piercings. What is your opinion of them? Are they in your life plans? What do your parents think? Do you imagine you will have a job or hobby that will restrict you from getting tattoos? Will cultural assumptions, attitudes and values about tattoos influence your decision on whether to get one or not?

## Creating

Imagine you work at a nursing home as the manager. Your residents are quite elderly, mostly belonging to the silent generation (born 1925–40), raised in a time when tattoos were not common. However, your employees include medical staff, cleaning and maintenance staff, administration staff and hospitality workers, most of whom are very young.

- 1 **Consider** if you are going to allow your staff to wear visible tattoos or facial piercings.
- 2 Draft an email to your staff of your decision, advising them of your reasons. Also include an avenue for them to discuss the decision with you at a later date if they have objections (regardless of which way you decide). Use genre patterns and conventions of the email (as detailed in chapter 3) in order to complete this task.
- 3 Imagine you are working as a tattoo artist. Your brother or sister has asked you to design a tattoo commemorating or memorialising one of their grandparents (who is also your grandparent so fortunately you have an in-depth knowledge of this person). **Design** a tattoo that communicates your ideas and serves as a tribute to your grandparent. Include a 200-word description that outlines the key features. Remember, it does not have to be a portrait. It could be a phrase, an object or a symbol.

Wait a  
minute!

**I don't really want to design a tattoo for my grandparent. Can I do something different?**

For sure! Tattoos (and families for that matter) vary as much as the people who have them. You can choose to commemorate another person or life event (as negotiated with your teacher).

## Representations of reality

Reality television is a genre that presents real-life, unscripted situations (supposedly). Unlike in documentaries, the focus is usually on personal drama. It includes 'confessionals' where the stars speak to the cameras in order to reveal their feelings. Many shows are competitions and may or may not feature eliminations.

Reality television began as 'docusoaps'. The first show of its kind in Australia was *Sylvania Waters*, which premiered on Australian television in 1992 and recorded the lives of Noeline Baker and Laurie Donaher of the Sydney waterside suburb of Sylvania Waters over a six-month period. It focused on the couple's luxurious lifestyle and interpersonal conflicts. With similar shows gaining popularity in other countries, producers saw a great money earner, because reality television is relatively cheap to produce. There is no need to pay huge salaries to famous actors or scriptwriters. Also, reality television usually requires only one location to film in and, of course, there is no need for expensive retakes. The genre exploded: *Survivor*, *Australian Idol* and *Big Brother* were early successes. They were quickly followed by *Dancing with the Stars*, *The Bachelor* and *The Block*.

Not all people are fans of reality television. Much of the criticism centres on whether or not the show is actually real. Why do the contestants look so well groomed, with perfect make-up and hair? Would they really behave the way they do if the cameras were not present? Producers literally have tens of thousands of people to choose from and they consult psychologists to create the right mix, depending on what they are looking for.

One show that has dominated the genre is *Keeping up with the Kardashians*. Debuting in 2007 and running over 14 seasons, the show has launched a plethora of spin-offs and other marketing campaigns.



Miller Mobley / AUGUST

*Keeping up with the Kardashians* has been hugely successful but it has received a lot of criticism. Are you a fan?

1 Match the following shows with a corresponding statement.

STATEMENT	SHOW
The show pits competitors against each other in extreme outdoor conditions in a test of survival and athletic and social skills.	Shark Tank
One Australian bachelor and 25 bachelorettes get a once-in-a-lifetime opportunity to find true love.	Married at First Sight
People who have never met before are matched and experience a real wedding, honeymoon and living together before deciding if they want to stay together.	Big Brother
Famous people are paired with accomplished ballroom dancers in a weekly dance competition.	The Block
Budding entrepreneurs get the chance to bring their dreams to fruition. They present their ideas to 'the sharks in the tank' – five already successful business people.	The Bachelor
Contestants are in a home-renovating competition.	Survivor
The audience evicts one housemate each week, until the last remaining contestant is declared the winner.	Dancing with the Stars

- 2 **Identify** genre features of other reality shows. What do they have common? How do they differ from other television genres?
- 3 **Consider** the premise of *Survivor*, where contestants must outwit, outlast and outplay each other in order to win the competition, set in primitive conditions. The show has no rules and the winner often lies and betrays in order to beat others. **Evaluate** this premise. Do you have any problems with it? How does it align with your own values and the values of your community? Should children be allowed to watch it? **Explain**.
- 4 Now **consider** the premise of *The Bachelor*, where one man dates 25 women at the same time. Frequently the bachelor will propose marriage, even though he has really only dated the winner a handful of times. Do you think this is morally acceptable? Would this be acceptable in society if it was not part of a television show? **Explain**.
- 5 **Identify** which shows make the best use of talents. Find a show in which contestants with the following qualities have an advantage: athletic abilities, physical beauty, sense of humour, musical talent, intelligence or artistic abilities.
- 6 Read the article linked below about Kris Jenner and how she has created a multimillion-dollar industry. Answer the following questions.
  - a **Describe** Kris's life before the show. What was she doing? How did she help Bruce? What connections did she use to secure a meeting with Ryan Seacrest?
  - b **Explain** why the journalist thinks the show is a success. What is it about the family that leads to interesting television?
  - c **Consider** the representation of Kris Jenner in this article. Does she come across as a successful businesswoman? Does she seem like a good person? **Explain**.
  - d *Keeping up with the Kardashians* has been the subject of constant panning by critics since its inception. A lot of the critics accuse the participants as constantly hungry for fame. Why do you think so many people dislike the show? Do you agree? Do you think all reality television participants are searching for fame?
  - e **Explain** how the language features and text structures of the article position the audience to view Kris as a legitimate and talented businesswoman. Compare it with the show, where she is portrayed as 'famous for being famous'.
  - f **Identify** the cultural assumptions about reality television. Is it considered art or cheap entertainment? *The New York Times* is a US newspaper with worldwide influence and readership. Founded in 1851, the paper has won 122 Pulitzer Prizes, more than any other newspaper. Do you find it surprising that such a respected newspaper would publish an article about a reality television show? **Explain**.
  - g **Judge** the article. Is it interesting? Is it well written? **Explain**.





- h Watch a clip of the show (or another reality television program). **Evaluate** what you see. How much of this is real? How much has been planned? Consider the personal connections within the show. Are they real or manufactured for television? **Explain**.
- i **Assess** reality television. Would you ever participate in a reality television show? If so, which one would you prefer? Why would you do this? If not, what are your reasons for not wanting to participate? **Explain**.



Kris Jenner article

### Creating

- 1 Watch a reality program and choose a character to focus on. Now log on to the show's website and review the person's profile. How is the person being represented? What choices are the producers making in order to paint the person in a particular way? What language structures are used in order to make the person and the show appear interesting? Is any of this real?
- 2 **Create** a feature article about the person and the way they have been represented. Try to create a representation that is more accurate than what's on the website. Use the profile of Kris Jenner as an example.

## Representations in documentaries

*Making a Murderer* is a 2015 documentary television series, filmed over 10 years and detailing the story of Steven Avery from Wisconsin, USA, who served 18 years in prison after being wrongfully convicted of the sexual assault and attempted murder of Penny Beerntsen, before being fully **exonerated** in 2003 by DNA evidence. The show was detailing his return to society, when Avery unexpectedly became the suspect in another murder. He was convicted in that case. The show's premise is about representation and how Steven's wrongful representation as a criminal may have influenced his subsequent criminal behaviour.

**exonerated**  
found to be of no fault

### Responding

Watch an episode of the show and answer the following questions.

- 1 Representations are always subjective. Somebody may watch a show and empathise immediately with the subject, while the person sitting next to them may disagree entirely. This can be based on an individual's experiences, education, culture and current state of mind. **Describe** your own perceptions of Steven Avery. Do you empathise with him? Why or why not? What is it about your own background and state of mind that influenced your perception of him?
- 2 **Consider** the directors and producers of the show. **Identify** what decisions they had made to influence the representation of Avery. For example, the inclusion of interviews of much of his family in the first episode may paint him as a family man. What other creative decisions have been made that influence the audience's perceptions of Avery?
- 3 Neither Steven Avery nor his nephew Brendan Dassey have seen the show, because prisons don't allow access to Netflix. **Comment** on this. Do you think it would be difficult to have an entire show filmed about you but never being able to see it yourself? **Explain**.

## Creating

Shutterstock.com/Mila Basenko



A storyboard shows images displayed in sequence for the purpose of planning a film or television show.

- 1 In a story like *Making a Murderer*, many people have a point of view: the accused, the victim, the police, the judge, the lawyers for both sides, the victim's family, the accused's family and even the family of the judge, lawyers and police (who would be influenced by the events because their loved one would be upset/working hard over the duration of the events). **Identify** if anyone is being marginalised (left out). Is there a point of view not being told? How could that point of view be included?
- 2 **Create** a storyboard for three or four extra scenes in the show. These extra scenes could show the point of view of a character whose story is not being told. A storyboard is a graphic organiser in the form of illustrations or images displayed in sequence for the purpose of planning a film or television show.

## Wait a minute!

**I don't know anything about this character. They've hardly been included on the show. How will I know what to write?**

This is actually a creative activity. You will have to use your imagination. For example, if you decide to focus on the judge, you could imagine what his family is like. You could imagine what it is like when he finds out his verdict has been overturned. You might have him going home

feeling upset and then finally talking to a friend at golf and feeling better.

Using your imagination in a creative task like this helps you see possibilities and options. By developing a good imagination, you will be able to create opportunities and solve problems because you will teach yourself to come up with lots of ideas.

# Reinventing representations

Have you ever looked forward to a movie version of your favourite book or game, only to be disappointed? This is because when you are reading the book or playing the game, your brain is creating its own movie in your head. Unlike what is really produced, you as the director have an unlimited budget and your actors do exactly what they are told to do!

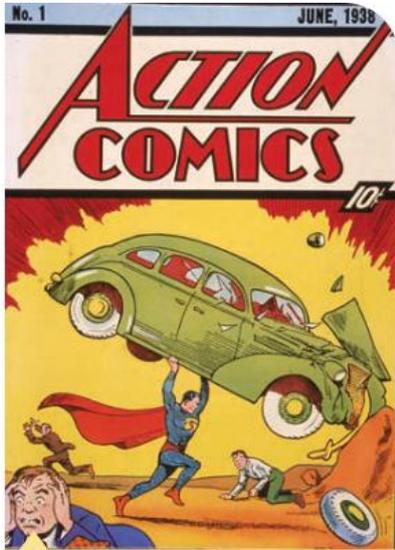
Texts are often remade. Books and games are turned into movies. Movies are remade for new generations. Songs are covered or parodied. Music is combined through a mashup or sampling. How do you feel about remakes? Do you love to see a different version? Or are you a traditionalist, wishing people would come up with their own ideas instead of messing with classics?

## Remakes

Consider these remakes.

- *Flatliners* (1990/2017): Five medical students experiment with life and death by deliberately stopping their hearts in a medical experiment that brings unexpected consequences.
- *Point Break* (1991/2015): An FBI agent goes undercover in order to investigate a group of surfers/elite athletes who are committing crimes in order to sustain their adventurous lifestyle.
- *A Star Is Born* (1954/1976/2018): An up-and-coming singer falls in love with a former superstar while her star is rising and his is falling.

- *Footloose* (1984/2011): A newcomer in a small town struggles with the town's ban on dancing.
- *Superman* (1983/2006/2013 with different titles): A man with superpowers travels to Earth from another planet.



Cetty Images/Hulton Archive

Alamy Stock Photo/Pictorial Press Ltd

Superman has been represented in many different media.

### Responding

Choose a movie from the list above *or* find your own movie remake (approved by your teacher) and answer the questions below.

- 1 Watch the beginning of both films. **Identify** the changes that have been made. Is the setting still the same? Do both movies begin with the same event? Which opening scene is more effective? **Explain.**
- 2 **Consider** the **protagonist**. Does the protagonist seem like the same person? How have they changed by being played by a different actor? Which actor has played them more effectively? Are they still represented in the same way? **Explain.**
- 3 **Identify** how the music has changed. Is it the same style? Do the changes enhance the film?
- 4 **Evaluate** the remake. Have movie executives made the right decision in retelling this story? **Explain.** Which one appeals to you more? **Explain.**
- 5 **Consider** the cultural influences of both texts. Is the setting the same? Is the influence of culture the same or has it been changed by being reworked? **Explain.**

#### protagonist

the leading character or one of the major characters in a play, film, novel or other text

### Creating

- 1 **Consider** a movie that you think needs a remake. This could be because advances in film technology might assist the story, the out-of-date clothes and style should be changed, or maybe you have another idea that could really bring a whole different creative opportunity to the film. **Create** your own idea for a movie reboot.
- 2 Imagine you are the director of the new film and are addressing your cast and crew on the first day of filming, outlining and explaining your reworking. You must also **select** a scene from the film and **explain** in detail how this scene will be shot. You may like to create a storyboard (see page 149).

The original might be a film, a comic strip, a poem or another text approved by your teacher.

#### Requirements

Your presentation must:

- identify the original text and explain how it is traditionally viewed
- present an overview of the original text and its **transposition**, explaining how this new time and place will connect with an audience through the medium of film
- explain how the original is to be changed, highlighting the similarities and differences between the original and reinterpreted version
- show an understanding of how **cultural context** impacts on your reworked landscape.

#### transposition

the act of transfer to a different place or context

#### cultural context

consideration of the time and place the characters live in and how their culture can impact on their behaviour and lifestyle including fashion, language choices, career choices, social interactions and general behaviour

## Recommended structure

### Introduction

- Greet the cast.
- Start with something interesting.

### Information about the original

- Give information about the original.
- Provide a glimpse into your transformation.

### Information about your idea

- Introduce your idea.
- Explain your reasoning.
- Introduce key concepts.

### Detail your changes

- Explain the changes.
- Use examples.

### Explain one scene in particular (perhaps the opening)

- Describe your scene.
- Talk about appealing features.
- Talk about camera angles and soundtracks.

### Conclusion

- Revisit your key idea.
- Talk over each of your three changes (one sentence each).
- Finish with a final thought or encouraging words.

## Covers, parodies and mashups

Whether you are fan of Spotify or Apple Music, you will find that both musical apps offer cover channels or playlists where you can listen to alternative versions of your favourite songs. Like movies, music is often remade. This can take many forms:

- **Cover:** a new performance or recording of a previously recorded, commercially released song by someone other than the original artist or composer. An example might be The Big Moon's 'Total Eclipse of the Heart' (originally recorded by Bonnie Tyler in 1983). Sometimes, the cover is more successful than the original.
- **Mashup:** a musical track comprising the vocals of one recording placed over the instrumental backing of another. At the end of each year, many people release mashups of the best songs of that year. You can find these on YouTube. There are also other kinds of mashup.
- **Parody:** an imitation of the style of a particular writer, artist or genre, with deliberate exaggeration for comic effect. Weird Al Yankovic has made parodies into an art form and has won a Grammy Award for Best Comedy Album in 1985, 2004 and 2015.

Alamy Stock Photo/Patrick Bishop



Mark Morrison had a big hit with 'Return of the Mack' in 1996. It has recently been covered by DJ Nevada.

### Return of Return of the Mack

'Return of the Mack' is a song written and recorded by British R&B singer Mark Morrison. It was released in the United Kingdom in March 1996 and topped the UK Singles Chart a month later.

Stockholm-based DJ Nevada released a cover version of the song titled 'The Mack', 20 years after the release of the original version in 2017. Unlike most covers, Nevada's cover features the vocal collaboration of the original artist Mark Morrison and American rapper Fetty Wap. Morrison helped write the remake, making the original song title 'Return of the Mack' actually true. Unfortunately, the song did not perform as well as the original, but it did make Top 20 in Australia and New Zealand.

## Responding

Watch both versions of the song on YouTube and answer the following questions. The 1996 version is called 'Return of the Mack' and the 2017 version is called 'The Mack' (even though it would make more sense if the newer version was called 'Return of the Mack'. Ironically, when they rewrote the song, the artists eliminated the words 'The Return of').



- 1 **Compare** the two songs, including the lyrics and video clips. How has the song changed? How has the cultural context shift impacted on the song? What are the differences? What are the similarities?
- 2 **Explain** why you think the 1996 version performed so much better on the charts than the 2017 remake.
- 3 **Comment** on the different names. Which one is better? Suggest reasons that Nevada might have changed the name.
- 4 When David Guetta's 'When Love Takes Over' debuted at No. 7 in the charts, another version of the song (a cover that had been quickly produced by Airi L) already sat at number 22. Musicians have to pay to cover songs, but if the artist isn't the composer (and thus doesn't hold the rights), the artist has no control and receives no money for the cover. **Describe** how you would feel if you were an artist and someone covered your song. Would you be flattered?

## Wait a minute!

### I haven't even heard of this guy. Do I have to do his song?

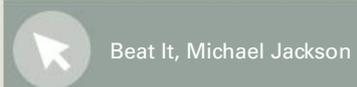
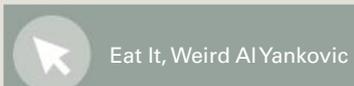
No, of course not. Covers form a significant portion of today's charts. There are literally thousands, perhaps millions, of other covers to choose from. If you do choose a different song, you will have to change the questions slightly to suit your new context.

## Weird Al Yankovic

Alfred Matthew (Weird Al) Yankovic is a US singer and songwriter who has made a career of parodying songs by famous artists. He creates works that make light of popular culture and often parody specific songs by contemporary musical acts, usually famous ones. He also creates polka mashups of several popular songs, using his favourite, somewhat unusual instrument, the accordion.

## Responding

Find some YouTube clips of Weird Al Yankovic's parodies. You might like to watch the original in order to make a good comparison. An example is 'Beat It', by Michael Jackson, turned into 'Eat It'. Answer the following questions.



- 1 **Identify** the features of the original that have remained the same and those that have been altered. Explain how the alterations create humour or social commentary.
- 2 **Consider** the relationship between the creator of a parody and the audience. Does the audience need to know the original in order to understand and enjoy the parody? **Explain.**
- 3 Legally, artists such as Yankovic do not need permission to record a parody. However, Yankovic has always sought permission from the original artist before commercially releasing a parody, making it his own personal rule. Do you think this is important? **Explain.**
- 4 Dave Grohl of Nirvana said that the band felt they had 'made it' after Yankovic recorded 'Smells Like Nirvana', a parody of the grunge band's smash hit 'Smells Like Teen Spirit'. **Assess** this comment. Do you agree that a band has achieved fame once it has been parodied? What is it about being parodied that indicates culturally that a band has found true success?





- 5 Reportedly, Michael Jackson was a big fan of Yankovic, and allowed him to parody his songs ('Beat It' and 'Bad' became 'Eat It' and 'Fat', respectively). Jackson even allowed Yankovic to use the sets, only restricting him from parodying 'Black or White', because Jackson felt the message was too important. **Explain** how you think fans would have reacted to a parody of a song about racial harmony.

### Creating

Thanks to advances in online audio-editing software, the mashup (mix of songs or video clips) has become an iconic part of our culture. Using YouTube or a music app, find some mashups that are just songs (not video clips).

- 1 **Create** a musical collage about yourself in the form of a mashup.
- 2 **Select** 10 or so songs that define you. You are going to create a musical collage (or mashup), using a mix of these songs.
- 3 **Select** which parts, and what length, of the song you include. You might include the chorus of some songs, instrumentals of others and so on.
- 4 Now **decide** which order other songs will go in and how the transitions might sound.
- 5 Remember not to just play 10 complete songs in a row. You might **select** the beginning of 'Fake Magic' by Peking Duk, followed by the first verse of 'Whatever It Takes' by Imagine Dragons, followed by the chorus of 'Say It to My Face' by Madison Beer.
- 6 **Consider** why you selected the songs you selected and why you chose to put them in that order. Write a 200-word personal reflection.

### Wait a minute!

**I'm no tech expert and I don't have the faintest idea how to mix songs. How am I going to do this?**

This activity is about choosing, selecting, mixing and assessing. It is not about editing. You don't have to mix your songs (unless you want to – if so, there are plenty of YouTube clips that could help). This is about creating a plan of a mashup. You will assess songs and see if they represent who you are.

## Adaptation

### Graphic novels

A graphic novel is a novel told in pictures, with few words as captions. *The Boat* is an interactive graphic novel about escape after the Vietnam War, based on the short story by Nam Le and adapted by Matt Huynh. Search for 'The Boat' on the SBS website, or follow the link provided, and read through the short interactive graphic novel.



The Boat

### Responding

- 1 **Summarise** the main ideas in the short story.
- 2 a **Examine** and **explain** how the story is presented differently in the interactive version to how it would be presented in the traditional short story.
- b **Consider** the experiences of the characters in the short story. How does the creator of the interactive graphic novel try to communicate the message to the reader in ways the short-story author cannot? What are the benefits of this interactive form of graphic novel over a normal printed graphic novel? Are there any weaknesses?





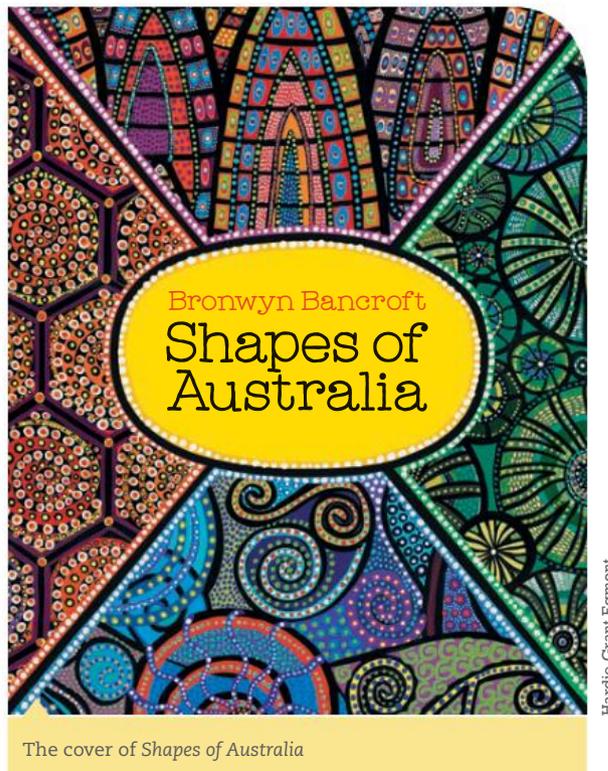
- 3 **Identify** the intended audience for this story. What language features help reveal who this story is for? Would the audience need any prior language in order to understand the themes? **Explain**.
- 4 **Explain** how the themes of refugees are depicted in this story. What does the writer want the audience to learn? **Identify** the subject matter included in order to transmit this message.
- 5 The author, Nam Le, won a lot of awards for this story. **Discuss** why you think this is so. Do you agree it deserved these awards? Why or why not?
- 6 Did you enjoy reading the story as an interactive graphic novel or would you prefer to read it as a traditional short story in a book? **Compare** your response with your class and your teacher. Are there any differences? Why might this be the case?

### Creating

**Select** a printed graphic novel and **create** a multimodal presentation detailing how you would change and add to it to make it interactive. **Explain** your choices.

## Representations of Aboriginal and Torres Strait Islander cultures

Dating back to between 50 000 and 65 000 years, Aboriginal and Torres Strait Islander cultures are diverse, and a crucial part of our history. One way that Indigenous cultures have endured is through the passing down of traditions from one generation to another. In the modern age, the children's storybook has become another method of passing on Indigenous cultures.



The cover of *Shapes of Australia*

Hardie Grant Egmont

## Responding

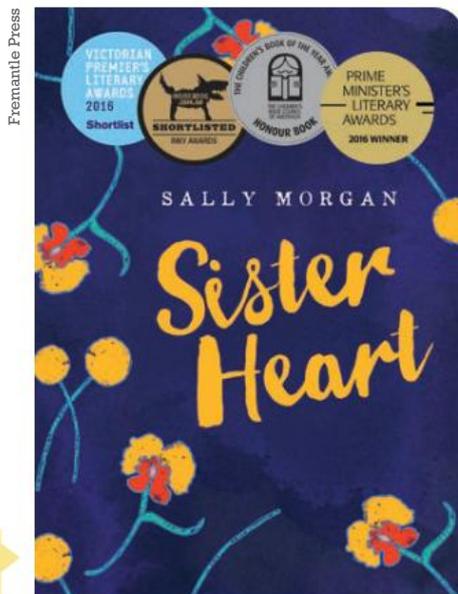
Read through one of these children's books, written by Indigenous authors or including Indigenous themes. Choose from:

- *Noorn: An old story retold* by Kim Scott, Ryan Brown, Wirlom in Noongar Language and Stories Project and Alta Winmar (UWA Publishing, 2017)  
This story comes from the first people of the Western Australian south coast and tells the tale of alliances between humans and other animals (in this case a snake). The book is about how protective relationships can be nurtured and grown.
  - *Hello to You, Moon* by Sally Morgan, Sonny Day, Bidy Maroney (Hardie Grant Egmont, 2017)  
This is a beautiful book, with verse and artwork, about the power of the moon.
  - *Shapes of Australia* by Bronwyn Bancroft (Hardie Grant Egmont, 2017)  
Bronwyn Bancroft explores the shapes that form our land.
  - *Colour Me* by Ezekiel Kwaymullina (Fremantle Press, 2017)  
This is a beautiful picture book about the rainbow.
  - *Don't Wake the Dingo!* by Sally Morgan and Sarah Boese (Scholastic Australia, 2017)  
This story is about a lonely dingo who dreams of making new friends.
- 1 **Identify** the premise of the story. **Explain** how the cultural values are presented for the young readers.
  - 2 This picture book has been created for young audiences. **Identify** the decisions that have been made in order to cater the text to a younger audience. Does it hold any relevance for other people (such as yourself)? **Explain**.
  - 3 These stories focus on Australia and in particular the land. **Clarify** how Australia is represented in this story.
  - 4 The words in this story are simple but they still have impact. **Identify** the most powerful words.
  - 5 **Judge** the illustrations. Would they appeal to young children? Do they appeal to you? Which illustration is the most powerful? **Evaluate** the significance of the pictures in the overall telling of the story.

## Wait a minute!

### I'm not five! Why am I looking at children's books?

Children's books are obviously aimed at a market you haven't been part of for a long time. However, while the vocabulary and ideas may be simple, there is still a lot you can learn from this genre. The pictures in particular are an art form themselves. The words, while simple and short, are often very powerful. Today, we are looking at Indigenous stories, which provide glimpses into the history and cultures of our great nation.



## Sister Heart

Sally Morgan is an Indigenous Australian who works as an artist, writer and dramatist. Her book *Sister Heart* tells the story of a young Aboriginal girl who is taken from the north of Australia and sent to an institution far away in the south. Despite her isolation, she slowly makes a new life for herself. This story, told from a child's perceptive, presents themes of friendship and family.

The cover of *Sister Heart*

## Responding

Read the following excerpt and answer the questions.

Rough hands  
hurry me  
down a sandy track  
empty of Mum  
empty of anything  
except a swarm of flies  
buzzing a dead bird

My ear throbs  
chest aches  
sobs bubble inside

Down  
down  
down  
the track  
to the big saltwater  
Mum's not here  
I look around  
She's not here  
not there  
not anywhere

Policeman yanks my chin up  
*Look at me!*

I – will – not – look – at – him

If I look  
I hear myself screaming  
to be let out of the store room  
hear Aunty Adie begging  
hear policeman telling Boss  
*Thank you for confining this child*

*No tricks  
do you hear me?*  
He straightens up  
*About time!*

My heart jumps

Mum?

A stooped stranger  
plods forward  
shooing flies  
with a stiff straw hat  
*Is this the girl?*



*She's all yours, Reverend  
Got the manners of a camel!*

Reverend says  
*Can she speak any English?*

*She can speak it alright  
but don't bother talking to her  
she won't answer  
I've got more important jobs  
than babysitting kids!*

Reverend says  
*God holds us all to a higher duty  
He reaches out a plump hand  
I kick  
squirm  
try to free myself  
Policeman shakes me  
Hey – I said no tricks!*

Reverend grasps my other arm  
*I'll take charge of her*

*Hold her tight  
policeman says  
She'll run like the wind  
if she can  
These kids are fast*

I am caught between them

Reverend leans close  
*My name is Reverend Dale  
I'm sailing on the ship too  
I will look after you at sea*

He points  
*See that ship out there?*

Far out  
something rides  
the wrinkled water

Is it a ship?  
I don't know  
I've never seen a ship  
I'm a freshwater girl





*It looks small from here  
but it's huge  
That ship can travel a long way  
It will get us safely to our destination  
He gives me an impatient smile  
So you see  
there's nothing to worry about*

I gaze at the thing floating far out

If it is a ship  
it won't take me home  
No big saltwater to travel in my country  
If it is a ship  
it will take me somewhere else  
Why can't I go home?

Source: Sally Morgan, *Sister Heart* (Fremantle Press 2015)

- 1 **Identify** the political issue being referred to in this book. **Explain** whether this political issue is being represented positively or negatively.
- 2 **Identify** the intended audience for this book. What features of this genre help you decide who this book has been written for?
- 3 Annie is removed from her family in the north-west of Western Australia and taken to the south. **Identify** some of the Aboriginal nations in the north-west of Western Australia. See if you can locate them on the AIATSIS map of Aboriginal and Torres Strait Islander languages.  
The author, Sally Morgan, comes from the Palyku people. **Identify** the Palyku people on the map as well. Finally, see if you can use the map to identify the traditional owners of the area where your school is located.
- 4 Besides the locations, **identify** the other language features in the book that help the audience understand that the story is set in Australia and depicts Australian history.
- 5 Do you think family is important to Annie? **Explain** how the theme of family is represented in the story.
- 6 This is a story with adult themes told in the voice of a child. **Comment** on the author's use of the children's book genre for this topic. Is the author able to convey her message effectively in this genre? **Explain**.



AIATSIS map of Indigenous Australia

# Assessment tasks

This assessment focuses on the identification, consideration and explanation of ideas and information in texts.

It is an open-ended task responding to a popular culture text or texts.

## Part A: Possible topics

- 1 **Select** a film that you enjoy and imagine that you are the director. **Create** a commentary explaining the artistic choices you made and the ways you attempted to position the audience.
- 2 **Select** an album and artist you love. Imagine you are the artist and you are being interviewed on MTV. **Create** a monologue about the album explaining what songs you chose to include, what choices you made in the production of the songs, and how you attempted to position the audience.
- 3 Imagine you are a DJ. **Create** an explanation of a playlist you designed for a function or event (including images and brief samples of music).
- 4 Imagine you are a game designer presenting at the Supanova Pop Culture Expo. **Describe** your new game, **explain** why the gamer audience will love it and outline the deliberate choices you made in order to give them the best experience possible.
- 5 Instead of being the director in option 1, choose another job in the film, such as hair and make-up coordinator, set designer, special effects technician, stunt designer or any other job on a film set. **Explain** and **justify** your choices in terms of representation.
- 6 Take on the role of a tattoo designer and **discuss** in a seminar several of your favourite designs. Include who the client was, what they wanted to represent and the choices you made in order to make this happen for them.
- 7 Imagine you have directed a live show like the ones frequently performed at the Queensland Performing Arts Centre. It may be a musical like *The Rocky Horror Picture Show*, or a ballet. **Explain** your choices in an interactive talk.
- 8 Put yourself in the position of an Olympic coach or NRL coach. **Explain** your team strategy and how you represented the idea of success to your athlete/s. How did you position success in order to create success? (If you do this task, you can talk about exercise regimes and fitness, but only as a part of representation of success). What is your team's goal for the year? How will they achieve it?
- 9 Imagine you are a fashion critic. **Evaluate** the latest runway show, assessing how the designer has created representations.
- 10 **Select** another topic, in which you as the speaker focus on the identification, consideration and explanation of ideas and information in texts (as approved by your teacher).

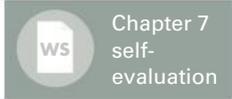
### Conditions

While students may undertake some research in the creation of the response, it is not the focus of this technique.

- This is a multimodal task. Students may support their responses with visual, audio and/or digital elements appropriate to the mode.
- This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.
- There is three weeks' notice of the task.
- The speech must include a combination of at least two modes, one of which must be spoken/signed.

- The spoken/signed mode may be live or recorded to suit the text type chosen, for example, speech, website or vlog.
- This is an individual, pair or group task (but each person in the group should speak for four to six minutes).

## Part B: Evaluation



Chapter 7  
self-  
evaluation

### Self-evaluation: Extended response – multimodal response

FOCUS AREA	SUCCESSFULLY ADDRESSED? (YES/NO)	NEEDS WORK (ADD A COMMENT)
<b>KNOWLEDGE APPLICATION</b>		
Do you explain the way cultural assumptions, attitudes, values and beliefs shape the text/s?		
Do you explain how language features and text structures from your text shape meaning and invite particular responses?		
<b>ORGANISATION AND DEVELOPMENT</b>		
Does the speech start with something interesting?		
Have you used appropriate paragraphs?		
Has the speech been researched or does it include appropriate information?		
Is the speech interesting?		
Does the speech link ideas with cohesive devices? Is the information in a logical order?		
<b>TEXTUAL FEATURES</b>		
Are you able to make eye contact?		
Are you using gesture?		
Is your voice clear and expressive?		
Do you use pause for emphasis?		
Is there a good variety of words that are suitable for this task and audience?		
Is there a good variety of sentences that are suitable for this task and audience?		
Is the speech error-free?		

# Chapter 8

## Popular culture from a sunburnt land

In this unit you have been studying popular culture texts. These are works of fiction, non-fiction, books, films, graphic novels and even tattoos that appeal to large audiences for a variety of reasons. They also contain representations of identities, places, events and concepts. In this chapter we will focus on Australian texts and how they represent the various social groups that make up this country.

### Who's who in Australia?



AAP Image/Joe Castro



Newspix/Mark Stewart

Australian TV features real and imagined people from across many social groups in Australia.

Compare yourself with the person sitting next to you. Were you both born in this country? Were both of your parents? Do you both like sports? Will you do the same kind of jobs? Will both of you always live in the same area as you do now? Chances are the two of you are probably quite different. Australia is a multicultural and multidimensional country. We have people who live in the countryside, people who love classical music, people who arrived here by boat, people who never knew their parents, doctors, actors, dancers, bikies, school teachers, cricketers, painters, people who love AFL, NRL or the Queensland Ballet.

Consider the Australian social groups that you belong to. At the moment you are a Queensland school student but next year, after you finish school, you will cease to belong to this social group and your life will change as a result. What other Australian social groups do you belong to? Are you from a different cultural background? Perhaps you are an Indigenous Australian. You might live on a farm 2000 kilometres from the nearest capital city.

In order to understand Australian social groups, access one or more of the following programs.

- *Cleverman* is an ABC-produced drama that recreates narratives of the Aboriginal Dreaming in a modern, superheroic context. The show presents themes of racism, asylum seekers and border protection.
- *The Block* is a reality television show, produced by Channel 9, in which contestants with varying levels of experience renovate a house or unit, which eventually goes up for auction. Contestants are under the supervision of and receive assistance from tradespeople and real estate agents.
- *Australian Spartan* is a reality television show that focuses on physical endurance, agility and toughness as teams compete against each other in a challenging obstacle course. Broadcast by Channel 7, the show pushes the fittest Australians to their emotional and physical limits.
- *Bondi Vet* (Channel 10) and *Vet on a Hill* (Channel 9) feature the lives of two very different vets. Expat Australian vet Scott Miller works in his bustling clinic in London in *Vet on a Hill*, while TV celebrity and vet Chris Brown runs his clinic in the beautiful (and affluent) seaside suburb of Bondi in the program *Bondi Vet*.
- *First Dates* is a reality TV show that tells the story of a variety of Australians as they go on a first date. The show focuses on their age, social groups and life experience.
- *The Crocodile Hunter Diaries* is an older television show that features a behind-the-scenes view of Australia Zoo and the staff's everyday lives. It ended in 2006 after the unexpected death of Steve Irwin.

Choose two texts from the above list that feature the same social group. Options for the social group include but are not limited to:

- youth
- sportspeople
- tradespeople
- rural or urban dwellers
- men or women
- musicians and artists.

### Responding

- 1 **Identify** the genre of the two texts that feature your chosen Australian social group. Are they both reality television shows? Is one a drama? Is one a documentary? **Consider** the genre features of both shows. Are they dramatic? Do the stars talk directly to the camera? Is there narration? What are the camera angles like? Is there music? Is it a single story or are there several stories broken up over the episode? What is the relationship between the audience and the actors/participants? Is there a live audience? What is the impact?
- 2 **Compare** the representation of the social group in each individual show. How are they represented? Are the actors/participants creating the representation, or is it other factors, like narration, music or editing, that determine how this group is being represented? Would the majority of members of the group be happy with this representation? Would they find it accurate? **Explain**.
- 3 **Consider** how this social group is generally represented by the Australian media. Are they proportionally represented across a range of texts? Are they positively represented? Do the two television shows conform to or challenge the **mainstream** representation?

#### mainstream

shared by the majority of people, not considered edgy

### Creating

Now that you have studied a social group and its representation on Australian television, create a short written text in which you invite the audience to take up a position about representations of an Australian social group. This is a shorter version of your final task for Year 12.

Options include:

- 1 the first two paragraphs of a short story about a person from this social group, highlighting the intricacies of being part of this cultural sect
- 2 a journal entry from a character from this social group
- 3 a website for members of this social group (include a paragraph of text).

# Music and videos

Although not exclusively Australian, musicians are their own social group. In the 1980s something happened that changed the way every aspect of this business operated. Not only did it change the dynamics of the music industry, it also provided a way for musicians to reach out to and depict many other social groups. This change was the introduction of music videos.

Music videos did not become mainstream until the early 1970s. However, artists have been experimenting with the idea for over 90 years. Originally film clips began as a way for musicians to promote their songs. The earliest versions may have begun in the 1920s when Oskar Fischinger released an animated film set to music. US blues singer Bessie Smith starred in the short film *Saint Louis Blues*, which was essentially a dramatised version of the song of the same name. It was shown in theatres until 1932. In 1940, Walt Disney released *Fantasia*, an animated film based on famous pieces of classical music. In the 1960s, surf filmmakers started to present surfing action accompanied by music.

Despite these early offerings of the music video, the genre did take a long time to gain popularity. Originally the focus was always on the song itself, with the film clip being more of an afterthought.

This all changed in the late 1970s and early 1980s when bands like Split Enz and Duran Duran took more time and effort to produce interesting clips, and the results were clearly seen in sales. The Australian TV show *Countdown* began showing music videos in the late 1970s. MTV launched in 1981, airing *Video Killed the Radio Star* as its first clip and thus beginning the era of 24-hours-a-day music on television. The music video became its own unique genre. At the same time, video-recording and video-editing equipment became cheaper and more efficient. This also helped music videos; they developed into professional, slick and entertaining 'mini-films', often containing a complete story within three to five minutes. Country music was quick to follow, with the launch of the country-music channel CMT in 1983.

The real game changer was Michael Jackson, who altered the history of the music video in 1983, when he released the nearly 14-minute-long clip for the song 'Thriller', directed by John Landis. Having cost US\$800 000 to film, the video set new standards for production and completely elevated the importance of the music video. A new era had begun. Dire Straits used computer animation for their 1985 song 'Money for Nothing' and creative techniques literally exploded in the genre, with many directors getting their big break with music videos.

In the early days, artists were forced to tone down their own ideas and many were asked to edit versions of their clips before channels would show them on air. Duran Duran produced two versions of their song 'Girls on Film' (for different time slots) and Queen's 1982 hit video *Body Language* was banned completely.

The music-video business changed again, exploding in popularity for the second time with the introduction of the Internet. In 2005, YouTube was launched; the viewing of online videos became much faster and easier. Google Videos, Yahoo!, Facebook and Myspace quickly followed suit using similar technology. Such websites had such a profound effect on the viewing of music videos that some artists became successful because their videos were seen mostly or entirely online. OK

Go's *Here It Goes Again* was one of the first viral music videos.

Artists today still have to comply with censorship laws. In 2010, Thirty Seconds to Mars' video *Hurricane* was censored because of its major elements of violence, nudity and sex. Lady Gaga's team has also attracted negative attention from critics and her video *LoveGame* was banned in Australia.

The genre continues to develop. The latest movement is towards lyric videos or fans' videos. Lyric videos focus on the words and fans' videos are often made in addition to the official clips by loyal supporters of the artists trying their own hand at filmmaking.



## Responding

- 1 Do you like watching music videos? **Explain**. What platform or media do you use to view them? Do you watch them on YouTube or television?
- 2 **Identify** your favourite short film or clip of all time. What is it about this short film that appeals to you?
- 3 Occasionally videos are made in a non-representational form, in which the musical artist is not shown. Music videos are mainly intended to promote the artist, so such videos are comparatively rare (the artists like to be in their clips – after all, they made them). An early example of a non-representational video was Bruce Springsteen's *Atlantic City*, directed by Arnold Levine. **Identify** some other video clips that are in non-representational form. **Explain** why artists may choose not to be in their own clip.
- 4 Think back to earlier in the chapter when you devised a list of social groups that you belong to. **Identify** any musical videos that depict these groups. **Explain** how they are represented.

## Creating

- 1 Use the above information to help you **create** a timeline of the development of the music video.
- 2 Is there anything that you think should not go into a music video? Divide into small groups and consider the list below. You and your group work for the production team on Foxtel's channel MTV. You are to decide what kind of music videos you will play each Saturday morning from 5 a.m. to 10 a.m. Remember, many young children may be watching at this time. Place each item on the list into two groups including:
  - the things that should never be permitted in a music video. You will not play the music video if it contains these items
  - the things that you think are probably okay to include in a video. You will still play the music video if it contains this item (but you may do this at a different time, when children are in bed).**Consider:** swearing, **partial** nudity, minor violence, racism, anti-Australian messages, full nudity, drug use, **graphic and explicit** violence, religious themes, sexual activity, alcohol consumption, cigarette smoking, arson, use of guns, use of knives, terrorist activity, animal cruelty, **defamatory** material or anything else you think children or generally people should not see.
- 3 As a group, choose an Australian social group, **create** a list of clips that represent this group and **create** a one-hour special featuring the clips. Ideas might include 'Songs for the Tradies' or 'Women of Australia'. Create an announcement for Facebook advertising the one-hour special. **Identify** who your special is about and what songs you will feature, and include brief notes on how the songs relate/represent this group.

### partial

only in some parts

### graphic and explicit

clearly expressed or readily observable, e.g. if violence is graphic, the audience can see all of the incidents and injuries

### defamatory

false and damaging to the reputation of another

## Iconic Australian music videos

In 2017, the news website News.com.au produced a list of iconic Australian music videos, labelling it as 'the definitive collection'. As a class, read through the list below, choose a video to search for online and answer the following questions.

- AC/DC, *It's a Long Way to the Top (If You Wanna Rock 'n' Roll)*, 1975
- Gotye, *Somebody That I Used to Know*, 2011
- Crowded House, *Don't Dream It's Over*, 1986
- Hunters & Collectors, *Talking to a Stranger*, 1982
- Cold Chisel, *Saturday Night*, 1984

Photo of Gotye and Kimbra in the 2011 music video 'Somebody That I Used to Know'. Video directed, produced and edited by Natasha Pineus. Photo by Warwick Field.



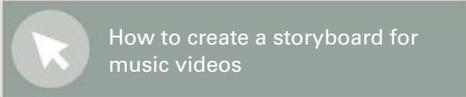
Gotye's music video *Somebody That I Used to Know* (featuring Kimbra) has become iconic.

## Responding

- 1 **Define** the theme of the clip.
- 2 **Describe** the images. How do they represent Australia? **Judge** if this is an accurate depiction.
- 3 **Identify** how the decisions, made by the director and the artist, position audiences.
- 4 **Identify** a still that represents the whole clip and could be used in a news story about the song.
- 5 Read through the list of songs. **Categorise** the decades they were made in. How many were from the 1970s, 1980s, 1990s, 2000s, 2010s? **Judge** the choice. Is this a fair representation of songs? What generation has been marginalised? **Consider** who may have made this list. Would your list be different?
- 6 Classify the songs. Do any of these clips represent a particular Australian social group? Have any social groups been left out? **Explain**.

## Creating

- 1 **Select** one song from the list and research the artist and the history of the song. **Identify** the social group featured in the song, or the social group that the artist belongs to. **Explain** how the song depicts a representation of this social group.
- 2 The list from News.com.au features very few songs from 2000 onwards and even fewer from 2010 onwards. They have almost completely missed music from your own generation. Try to rectify this.
  - a Visit the Australian Recording Industry Association (ARIA) Awards website. Find the names of other Australian songs that have won awards.  

  - b Search for and watch the film clips online.
  - c **Select** another Australian song that should be included on the iconic Australian song list. **Identify** textual features that show it presents a valid representation of an Australian social group.
  - d **Justify** your choice by playing the additional song to the class and outlining how its representation of a social group warrants its inclusion.
  - e What social groups do you belong to? How does it compare with the other social groups depicted in these Australian clips? **Create** a film clip that shows your own life in a social group in Australia. Don't worry, you don't have to do any filming or singing. Instead **document** your ideas in a storyboard. If you don't remember what a storyboard is, see chapter 7, page 149, for more information, or follow the link below.  


## AC/DC

Angus Young is an Australian-raised, Scottish-born guitarist who, together with his brother, founded the iconic rock band AC/DC. Performing on stage for over 40 years, he is best known for playing in a school uniform and for his strange but entertaining 'Chuck Berry duck walk'.

## Wait a minute!

### Angus Young is old enough to be my grandad. Why am I reading about him?

It is true that AC/DC began in 1973. Some people in the class will have parents born about the same time! However, AC/DC have sold over 200 million albums. They shaped the nature of Australian music and helped define the heavy metal music genre. Their songs are still performed and played to this day. You may not listen to their music and you may not like their music, but the music you listen to will have been influenced by AC/DC. The band also helped influence how people see Australia and Australians. Also, AC/DC has endured its fair share of drama. One of the early lead singers died of alcohol poisoning and just a few years ago the drummer nearly went to jail. It is, at the very least, an interesting story. Amid all of this, Angus has stayed strong in his commitment to the band and its music. We can learn a lot about hard work and success through his story.

## Responding

Read the excerpt below from the book by Jeff Apter about the iconic rock star. Here Apter writes about the moment that Angus found out his friend (and lead singer of the band) had died from alcohol poisoning.

On the night of 19 February, Bon had gone out on a tear with a friend, Alistair Kinnear, ending up at a London club called the Music Machine. Bon had passed out on the drive back to his flat at Ashley Court. When Kinnear couldn't get Bon inside, he decided to drive back to his own place, in East Dulwich. Unable to get Bon up the stairs – his flat was a few floors up – Kinnear covered him in a blanket and left him to sleep it off in the back of his car, a Renault 5, which he had parked on the street. This wasn't the first time Bon had overnighted in a parked car, but this was London in February, and the winter chill could be fierce. At some point during the night, Bon vomited and choked. When Kinnear checked on him the following morning, Bon was cold and stiff.

Kinnear rushed him to King's College Hospital in Camberwell, but Bon was pronounced dead on arrival. Kinnear was joined by AC/DC's manager, Peter Mensch, and tour manager Ian Jeffery, who identified Bon's body.

Word quickly made its way to the band members, to the British press – 'Rock star drinks himself to death,' screamed the *Evening Standard* – and then to Australia.

Scott's death hit the local community like a hurricane. 'When Bon Scott died in London yesterday,' noted the *Daily Telegraph's* Roger Crosthwaite, 'a little piece of rock history ended.' Crosthwaite was only half-right – this would turn out to be both an ending and a new beginning for AC/DC.

Ted Albert wrote a touching, heartfelt letter to Bon's parents: 'We have lost a really good friend. A gentleman in the truest sense.' It was high praise from another true gentleman.

'It shocked me deeply,' said Molly Meldrum on the set of *Countdown*, upon hearing of Scott's death. Meldrum later compared the loss to that of Beatle John Lennon. 'The loss of Bon is something you can't express. He was one of the greatest showmen.'

Angus struggled to reconcile what had happened. 'By the way he carried himself, you really thought that Bon Scott was immortal,' he said. 'He would drink like a fish, and when you saw him the next morning, he'd be no worse for wear. And you'd think to yourself, "How does this guy do this?"'

On Bon's death certificate, after his autopsy on 22 February, it was recorded that he died of 'acute alcohol poisoning'; it was 'death by misadventure'. There was no trace of drugs in Scott's system. His body was flown back to Australia.

Angus was perhaps hit hardest by Scott's death; their double act had brought them close on stage, even if that closeness hadn't flowed over into their private lives. Their chemistry was an essential part of the band. He said Bon was 'like a member of the family'.

'I was sad for Bon,' said Angus. 'We'd seen more of him than his family did.' Angus admitted that there wouldn't have been an AC/DC if not for Scott: he was the missing link that made everything gel. 'Bon moulded the character and flavour of AC/DC.' Angus also said he felt 'horribly grown up' in the wake of Scott's death. 'When you're young you don't think something like death is going to touch you,' he later admitted. 'I'd never really had a tragedy that close. It was so hard to believe he was not there.'

Not long after Bon's death, Malcolm spoke with Angus. Moping wasn't the Youngs' style; they were all about momentum, even in terrible times such as this. 'I'm not gonna sit around all fucking year,' Malcolm told his brother. 'Do you wanna come back and rehearse?' 'Of course,' Angus replied after a beat, adding, 'And I'm sure if it had been one of us, Bon would have done the same.'

But first they had to lay their friend to rest. The band returned to Australia for Bon's service, which was held at 11 am on 1 March in Fremantle. He'd been cremated the day before. A few fans gathered outside the crematorium, but inside was just a small group: Bon's family, people from Alberts, the guys from the band. There were no TV cameras or reporters. Bon's ashes were laid to rest under some hefty gum trees.



‘Close to our hearts,’ read Bon’s rather plain grave marker, ‘he will always stay loved and remembered every day.’

At the service, Bon’s father, Chick, spoke with Malcolm and Angus. ‘You’ve got to keep going,’ he told them. ‘Find another singer. That’s what Bon would have wanted.’

It was just the affirmation the Youngs needed. They may have not been in great emotional shape, but they could keep working on their new material, grinding it into shape before their search for a vocalist began. It was the perfect therapy for men who’d rather speak with their guitars and get on with shit than sob on each other’s shoulders.

In a slightly spooky footnote, Bon’s Christmas cards, which he’d sent from London just before his death – but without sufficient postage – began reaching family and friends back in Australia in the days after his service. It was as though he was having the last laugh from beyond the grave.

**Source:** *High Voltage: The Life of Angus Young, AC/DC’s Last Man Standing*, by Jeff Apter Copyright © Jeff Apter 2017. Reprinted by permission of Nero, an imprint of Schwartz Publishing

- 1 **Explain** why Angus was so surprised by Bon’s death.
- 2 **Describe** Bon’s last moments with the band. What had they been working on?
- 3 After the funeral Angus and his brother were quick to go back to rehearsals and to look for a new lead singer. **Discuss** this move. Do you think it is cold to go back to work so soon after their friend’s death? **Explain**.
- 4 AC/DC market themselves as being working class and for the working class. Despite none of them having working-class jobs and having made hundreds of millions of dollars, they stay true to this image; Angus Young believes this is partly the cause of their success. **Evaluate** AC/DC. Are they working class? What is it about their clothes, image and the textual features of their songs that suggests they belong to or do not belong to this social group? What is it about their music that appeals to working-class Australians?

## Creating

AC/DC is an iconic Australian rock band that has shaped Australian culture. Write a short opinion piece of around 200 words, with accompanying images, arguing for or against the claim that AC/DC represents the working class.

## Aussies at the movies

*Lion* is a biopic directed by Garth Davis (in his first role as director) and written by Luke Davies. It is based on the true story from the book *A Long Way Home* by Saroo Brierley. The film was a commercial and critical success, one of the highest grossing Australian films of all time, and was nominated for six Academy Awards.

The movie tells the story of five-year-old Saroo, who lives in Khandwa, India, with his mother, brother and



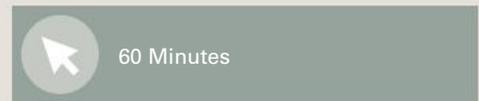
A scene from *Lion*

sister. Saroo falls asleep on a train and is unable to get off once it begins moving. The train travels to Calcutta, over 1500 km away. Saroo does not speak the local Bengali language and he is unable to tell authorities where he is from. Eventually Saroo is adopted and brought to Australia. He is on the cusp of a highly successful life when he comes across a jalebi (an Indian delicacy) that brings back memories of his first family. The movie tells of Saroo's journey to be reunited with his Indian family.

### Responding

Watch the film and answer the questions.

- 1 **Define** the events that led to Saroo being separated from his Indian family. **Identify** the social groups represented in the film. What are their experiences?
- 2 **Explain** why Saroo's adoptive parents made the choice to adopt rather than have their own biological children.
- 3 **Compare** Saroo's experience of adoption to that of Mantosh. Why do you think Saroo makes the transition so much more easily?
- 4 **Identify** how Saroo recalls the way he became lost in India.
- 5 **Explain** why Saroo isolates himself in his quest to find his Indian family.
- 6 **Judge** the ending of this film. Is it a happy ending? **Explain.**
- 7 This film depicts Saroo as an Australian migrant. What does it depict about Saroo's journey once he arrived in Australia? **Compare** his experience with that of his brother Mantosh. How does the film position audiences in relation to representations of Australian migrants?
- 8 Dev Patel worked very hard in order to make his transition to Saroo. He had to change physically so he spent many hours in the gym in order to look more like the real-life version. He also grew a beard and developed an Australian accent (with Tasmanian dialect), visited Saroo Brierley's orphanage in India and wrote a diary while he took the original train ride that Saroo accidentally took as a young child. In total, he spent eight months preparing for the role. **Judge** his work with the character. Was he believable as someone who had grown up in Australia?
- 9 The movie was Sunny Pawar's (young Saroo) film debut. He did not speak English and initially could not attend the premiere in the United States because he was denied a visa. Consider what it would have been like for him filming in both Australia and India. Do you think he would have found it difficult?
- 10 Sunny Pawar was chosen for the role after the production team met with over 4000 other boys. **Judge** their choice. Do you think Sunny was the right person for the role? **Explain.**
- 11 Rooney Mara's character of Lucy is not based on a single real-life character, but is a combination of Saroo's real-life girlfriends who were with him through his search. **Comment** on the director's and writer's choice to create a fictional character in a true story. Why would they do this? Was it effective?
- 12 Watch the real-life story in this clip from *60 Minutes*. **Compare** the two points of view. How is Saroo represented in each medium?



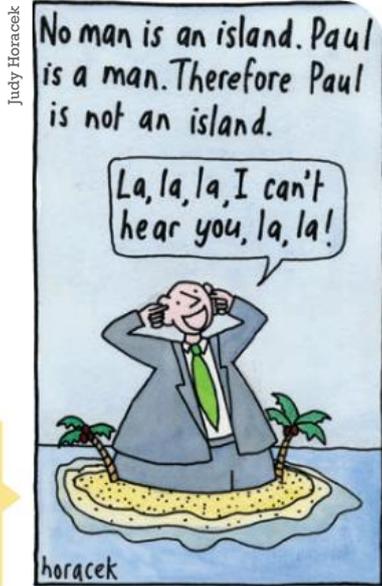
### Creating

This movie is about Saroo and his journey to reunite with his Indian family. However, several other people are impacted by the story. Choose another character, from a different social group (such as his adoptive parents or girlfriend, who are not migrant Australians), and tell the story from their point of view in a diary entry.

Remember, this is not about retelling the events of the film. This is about giving another perspective. Your diary entry should align with what happened in the movie, but it should also give us insight into how the events impacted on this character.

### Tips for writing a diary entry

- Date your entry.
- Before you create the diary, carefully watch the character in the film that you have chosen. Try to adopt a similar style of language. Use the film to help you brainstorm ideas for your entry.
- Remember your diary is over three entries. Try to develop a thought, rather than make it three single, unrelated entries.
- Develop a plan for the diary before you begin.
- This is not a real diary entry. Try to make it interesting for the reader.
- Use paragraphs.
- Be entertaining.
- Be honest (in terms of the events of the film).
- Check your work.



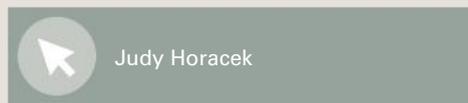
## Australia in cartoons

Judy Horacek is an Australian writer, illustrator, cartoonist and children's book creator. Having completed a degree in Fine Arts and English, she began her career as writer before focusing on cartoons. Even today, words feature strongly in her work, some of which has been added to the National Library of Australia's Pictures collection, which documents significant people, places and events in Australia's history. Judy's work has also appeared in newspapers, calendars, mugs and tea towels. Judy's first children's book was Mem Fox's *Where Is the Green Sheep?*

Judy Horacek creates cartoons on a range of Australian and global issues. What is the main theme of this cartoon?

### Responding

Look through the collections of pictures on Judy Horacek's website and answer the following questions.



- 1 Which one is the funniest? **Explain**.
- 2 Which cartoon appeals to you the most? **Clarify** why you like this cartoon.
- 3 Which cartoon do you like the least? **Compare** this picture with your favourite. **Contrast** the qualities that cause your different reactions.
- 4 Judy explains that part of the reason she became a cartoonist was because, 'I had also just discovered feminism and become more interested in social justice issues, so I had lots of things to say.' **Discuss** how Judy's feminist point of view is portrayed in her work. Use the cartoon above as an example. What assumptions is Judy making about her readers in order for them to understand and appreciate the cartoon?
- 5 **Propose** why someone with 'lots to say' might want to become a cartoonist.

## Creating

Imagine Judy's work is going to appear in a local gallery exhibition about Australian life. It is your job to produce the brochure for the show. **Identify** a cartoon that depicts a particular social group. **Describe** the cartoon and **explain** how it represents the chosen group.

## Wait a minute!

**This looks pretty hard. I don't even know where to get started.**

It does look a bit hard initially. This is because you probably haven't created an art-gallery brochure before (or maybe even seen one). Try these steps:

- Step 1: Choose four cartoons.
- Step 2: Choose a cartoon from the four to start with. What is the cartoon about? What is the message? How does it relate to Australia? Is it a true representation? Brainstorm these ideas. Write them on your page.
- Step 3: Now create your written piece. Start with a description of the piece. Identify the key features. Then, explain how it represents Australia. Repeat the above steps for the other cartoons.
- Step 4: Create a cover page with a picture of Judy and information about her life (you may need to research your introduction. There is a lot of information about Judy on the Internet).
- Step 5: Edit your piece. Ask your teacher to look over your draft.
- Step 6: Publish your piece with pictures, graphics and various fonts, using appropriate software such as InDesign or Canva. Make it look colourful and beautiful.

# Television in Australia

From *Neighbours* to *Summer Heights High*, Australia has a proud history of television. In Australia, TV was introduced in 1956 by Bruce Gyngell with the words 'Good evening, and welcome to television.' Gyngell went on to become the head of many networks. Television would change many times, with the introduction of colour TV, pay TV and, eventually, catch-up TV.

## Summer Heights High

*Summer Heights High* is a television comedy presented on the ABC. It is set at the fictional high school Summer Heights High and is written by Chris Lilley, who plays many of the key roles including drama teacher Mr G, private-school exchange student Ja'mie King, and troubled Tongan student Jonah Takalua. It won a Logie for Most Popular Light Entertainment/Comedy Program and was very popular when it aired.

The show is filmed in a documentary style and many of the supporting roles are played by people who aren't actually actors. Despite its comedic nature, the show actually makes important points about Australian culture.



Jonah from *Summer Heights High*

RGM Artists Pty Ltd

## Responding

Watch the first episode and answer the following.

- 1 **Identify** the key characters played by Chris Lilley. Who are they? Do they reflect real-life Australian people in schools?
- 2 The show has been criticised for making fun of many serious issues such as bullying, disability and ADHD. **Judge** the show. Do you agree that it is offensive? **Explain**.
- 3 **Identify** the key social groups depicted in the show. **Explain** how they are represented.

## Creating

**How much is this show like life in your actual school?**

- 1 Write a brief review of the show, suitable for a newspaper (see chapter 4, pages 76–78), focusing on whether the show depicts Australian schools accurately. Remember not to use real names from your actual school. Comments like 'Mr G is exactly like Mr Tyler' are inappropriate, hurtful and defamatory.

# Angry Boys

*Angry Boys* is another mockumentary, also starring Chris Lilley. As he does in *Summer Heights High*, Lilley plays many characters, including S.mouse, a US rapper; Jen, a manipulative Japanese mother; Blake Oakfield, a champion surfer; Ruth 'Gran' Sims, a guard at a juvenile detention facility; and her teenage grandsons, South Australian twins Daniel and Nathan Sims. The show includes many Australian social groups.



RCM Artists Pty Ltd

A scene from *Angry Boys*

## Responding

Watch an episode and choose a social group depicted in the show. Find another medium (such as a film, television show or novel) and **compare** the representation of the social group in the two different media. **Identify** the key language features that depict the group. Is it positive in both media? Is it accurate?

## The NRL Footy Show

The *NRL Footy Show* is a long-running Australian television show that reports on rugby league and light entertainment. The show debuted in 1994 and has been hosted for most of this time by former player Paul Vautin. It's now hosted by Erin Molan.



Provided courtesy of Nine Network Australia. All rights reserved.

The NRL Footy Show with Erin Molan

## Responding

If you are not familiar with the show, watch an episode or a selection of clips, available on the 9Now website, or follow the link. Answer the following questions:



[NRL Footy Show](#)

- 1 Many of these presenters also appear as commentators in rugby league matches, including State of Origin matches (one of Channel 9's highest rating and expensive shows). **Compare** the presenters between the two shows. Do they change? How are they different?
- 2 The presenters are quite varied, from professional football players to journalists. **Identify** social groups they represent. Also **identify** which social groups the show is catered towards. Is the intended audience only white males who love sport, or are other Australian social groups catered to as well? Has this always been the case? **Explain**.

## Creating

- 1 Erin Molan has now replaced Paul Vautin as the main presenter on the *Footy Show*. **Consider** each of the following people and write a tweet (280 characters or less) from their perspective, giving their opinion of Erin Molan's replacement of Paul Vautin.
  - Erin Molan
  - Paul Vautin
  - Erin's new colleague (and Paul Vautin's former colleague) Beau Ryan
  - A young female NRL fan
  - A long-time male fan of Paul Vautin and the *Footy Show*
  - The Channel 9 PR department

## Survivor versus Survivor

*Survivor* is an international television show, made famous in the USA but originally from Sweden (1997). The show places contestants in a remote location where they must build shelter and provide (mostly) their own food from the local environment. They also compete in challenges in order to earn protection elimination or other rewards (usually food related). While the game is very physical, it also has a high social element and contestants choose who is voted out each episode (and ultimately the winner).

Australia has produced its own version.

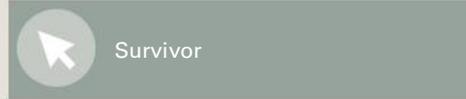


Getty Images/Mark Sullivan/WireImage

Australian Survivor

## Responding

Watch an episode of both the Australian and the US *Survivor* and answer the following questions.



- 1 **Compare** the two shows. How are they different? How are they similar? How has the Australian version been changed in order to appeal to contemporary Australian audience?
- 2 **Judge** the show. Is this a fair show? Is the winner the true winner? **Explain.**
- 3 **Discuss** the representation of the contestants in both shows. Are these depictions of people believable? How are different social groups presented?

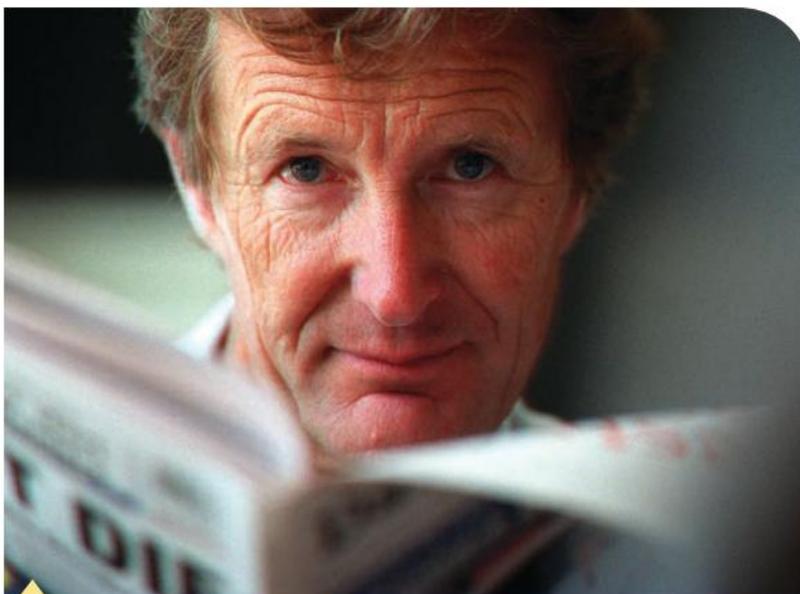
## Creating

*Australian Survivor* is advertising for new contestants. They want a diverse range of social groups represented. **Create** an advertisement that appeals to one of the following social groups:

- athletes
- businessmen living in Brisbane CBD
- farmers living in Dalby, a rural town west of Toowoomba
- teenagers
- tradies.

## Media Watch

*Media Watch* is a 15-minute program produced by the ABC. In each episode, host Paul Barry examines the media, looking for examples of biased reporting or instances in which the truth has been tainted. He looks at representations. The program is not always serious; Paul Barry looks at a mix of amusing or embarrassing editing mistakes. There might also be an inclusion of serious breaches of ethics by journalists. Each episode usually focuses on a single theme. For example, in one episode, the show focused on talkback radio hosts John Laws and Alan Jones who were being paid to talk positively about companies but not disclosing to listeners that they were being paid. The show won a Walkley Award for Excellence in Journalism for this episode.



Newspix/Mark Williams

Paul Barry from *Media Watch*

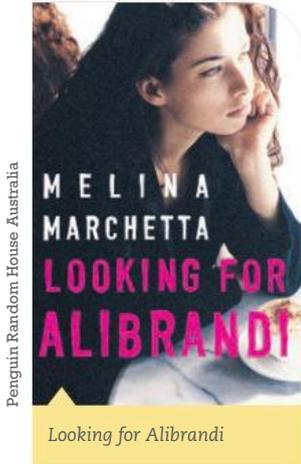
## Responding

Watch an episode and answer the following.

- 1 **Identify** some social groups depicted by the media. How have they been represented?
- 2 **Identify** some of the techniques used by journalists to distort the representation of a social group in order to make it more interesting.
- 3 **Identify** the point of view of *Media Watch*. Is Paul Barry neutral or does he express an opinion? How does he position the audience when introducing each segment?



Media Watch



# Australian novels

## Looking for Alibrandi

*Looking for Alibrandi* is a novel written by Melina Marchetta, published in 1992. It was made into a film in 2000 and tells the story of Josephine, who struggles with high school and life as an Italian–Australian. Josephine lives in Sydney. She barely knows her dad and is frequently bullied for this at her Catholic high school. In this section we are going to read the novel and do an in-depth study of it.

## Wait a minute!

### I don't want to read a whole novel.

Reading a whole novel can be a little daunting. You don't have to read it all in one sitting. You might read a chapter a day for almost a whole term. Watching the film can help your understanding as well.

## Responding

- 1 Chapter 1: **Describe** your initial impression of Josie. What is she good at? What does she struggle with? Is she like you? **Compare** and **contrast** her with yourself.
- 2 Chapter 2: **Describe** Josie's life at school. Does she fit in? Does she appear to be successful?
- 3 Chapter 3: Does Josie accept and embrace her Italian heritage? **Explain**.
- 4 Chapter 4: Josie looks up to John Barton, but his life may not be as perfect as it appears. **Explain**.
- 5 Chapter 6: **Describe** the meeting Josie has with her father in this chapter. Was this encounter always destined for failure? What would be the difficulties in meeting her father after such long absences?
- 6 Chapter 7: **Explain** how Australians and Italians are represented in this novel.
- 7 Chapter 8: **Explain** how Josie and her father become closer.
- 8 Chapter 14: How is John handling the pressures he feels? Is he coping well? **Explain**.
- 9 Chapter 15: **Analyse** the character of Lee. Is she a kind person? **Explain**.
- 10 Chapter 19: **Explain** how Josie is changing.
- 11 Chapter 21: **Compare** the character of John Barton with Jacob Coote. What are the similarities? What are the differences?





- 12 Chapter 23: Do you think that Josie now appreciates her cultural heritage? **Explain.**
- 13 Chapter 26: What is revealed about Nona in this chapter? **Explain** how this changes the reader's view of the grandmother.
- 14 Chapter 28: What devastating event has happened? Document the events that led to this happening.
- 15 Chapter 32: Choose and **describe** a relationship that Josie has with another character. How did they meet? How do they help each other? How do they hurt each other? Do you have any similar relationships in your life?
- 16 At the end of the novel, **describe** how Josie has changed. You are at a similar age; how have you changed over the same time period?
- 17 **Identify** the key social groups in the book. **Select** one group and **explain** how the author positions audiences in relation to this group.

## Ten Things I Hate About Me

In her second novel, *Ten Things I Hate About Me*, Randa Abdel-Fattah introduces the character of 16-year-old Jamilah Towfeek who lives in Sydney's western suburbs. Jamilah is a Lebanese Muslim, who conceals her heritage by dying her hair blonde, going by the name 'Jamie' and wearing blue contacts. In Year 10, she is torn between her loyalty to her heritage and her desire to be accepted by the in-crowd, especially by Peter, who is popular but also a malicious bully.



Fairfax Syndicatino/SMH/JACKY GHOSSEIN

*Ten Things I Hate About Me* is Randa Abdel-Fattah's second novel.

Read the extract below and answer the following questions.

Amy, Liz and I are reminiscing about our holidays as we wait for Mr Anderson to arrive for home-room on Monday morning. The summer break is still fresh in our minds and we're slowly coming to terms with the fact that another school year has begun.

The three of us are lamenting that we can no longer wake up at noon or play video games and watch DVDs until four in the morning, when we overhear Ahmed Latif talking to Danielle Pogorni and Paul Xiang.

'Yeah, they got me with a beer bottle!' Ahmed says. 'I've earned a pretty decent scar, hey?' He touches it with pride. 'I look like a tough dude, don't I?'

Danielle stares at the scar in awe, reaching out to touch it.

'So what happened?' Paul asks.

Ahmed leans in close to them and in a hushed tone, says: 'The riots.'

'Which riots?' Paul asks with a goofy smile. 'The Christmas stocktake ones?'

'Yeah, man,' Ahmed responds in a wry tone. 'I got hit by a beer bottle at a riot over half-priced socks. I was talking about the beach riots. I was with my cousins and some of my mates. We were walking down the esplanade. We heard a crowd of people chanting. They're chanting out stuff like, *No more Lebs!*, *Wogs Go Home*, *Ethnic Cleansing*. And there were older people in the crowd too! It wasn't just kids.'

At this point Amy swings back on her chair and turns her face towards Ahmed. 'So how did you get attacked?' she asks.

He turns to us, surprised that he has an audience. He pauses before answering. 'Well ... I'm known to have a big mouth.'

'Won't argue you with you there, mate,' Paul jokes, slapping him on the shoulder.

'We walked up to some of them and started yelling stuff back.'

'You're a hero,' Danielle says good-naturedly. 'Didn't you know that things were turning violent?'

'Nah, not then. I lost my cool. I was shouting at them, calling them racists. This old guy was yelling out that his dad fought in the war and he was a fair-dinkum Aussie and that we should go back to our desert caves!'

'He had a point,' Chris Ross says, sniggering. 'Why don't you?'

'We're currently renovating our cave,' Ahmed snaps. 'All that desert sand damaged the upholstery.'

Chris shoots Ahmed a nasty sneer but Ahmed ignores him and turns back to Danielle and Paul. 'All of a sudden my mates and I were surrounded. Most of the skips were off their faces with alcohol. But they knew what they were doing. Anyway, I got struck by a bottle. I didn't even see it coming. It hurt like hell! Man, I was angrier than a constipated giraffe.'

'Well, you kind of brought it on yourself,' Liz says. '*I mean, you walked up to them.*' She glances at me for support but I pretend to be fascinated by an ingrown fingernail.

'*Excuse me?* They were calling us wogs. Giving us shit for being Lebanese. They were telling us to get off *their* turf. Do you think we're going to sit back and take it? I've been going to that beach since I was a kid. It's mine just as much as theirs.'

Peter Clarkson, the most popular guy in my year, suddenly joins the conversation. 'Man, you ethnics and Asians are always complaining.' For reasons only apparent to him he suddenly assumes the voice of a pitiful heroine in a nineteenth century novel. '*Oh help me! I'm a victim of racism. The white people are out to get me. Get over yourselves!*'





Chris bursts out laughing.

'You ethnics and Asians?' Paul murmurs to himself in a tone of disbelief.

'Who says that any more?'

'Don't call us ethnics. We're Aussies,' Ahmed says furiously.

'Oh come on! Even our politicians have singled your kind out as troublemakers,' Sam Richards says. 'You just refuse to integrate.

Your women wear that funny head gear and most of you don't speak English.' He looks sheepishly at Danielle who is sending him death stares.

'You're Italian, you're okay. You brought us pizza!'

'Oh thank you so much, Sam,' Danielle says. 'I feel honoured to be *accepted* by you. Why don't you piss off and skull a VB? You know, do something in line with your genetics.'

Sam sneers at her and Peter sits up tall in his chair and coolly looks Ahmed and Danielle up and down. 'I agree with Sam. If you want to be Aussie you have to abandon your culture. And if you're so oppressed by this country, you can always go back to where you came from.'

'You mean, Guildford,' Paul asks hotly. 'Postcode Sydney 2161?'

Ahmed, Danielle and Paul give Peter, Chris and Sam disgusted looks and turn their backs on them.

Peter, who is sitting at the desk next to mine, leans across and smiles conspiratorially at me. 'The delusions of immigrants,' he whispers, and smirks.

I smile back meekly. That's what I do when I interact with Peter. I do coy, self-conscious, shy. That is the extent of my repertoire.

I deliberately drop my pen on the floor, leaning down to grab it so that he can't see the red flush creeping over my face. When I'm sure that I've regained my normal pigmentation I raise my head.

Peter leans over again and says: 'What a joke, hey Jamie? Ahmed probably spends his weekends in a garage making bombs or training for a terrorist cell. I'm glad the riots broke out. My dad told me that it's been a long time coming. He used to surf those beaches when he was younger. Sure, there were Italians and Greeks but there weren't *too* many, so you didn't notice and it was okay. But now the Lebs have invaded the beaches and it's not the same.'

I gulp hard and nod half-heartedly, trying to disguise my mortification at his comments.

You see, neither Peter nor anybody else in my class has any idea about my Lebanese-Muslim background. In fact, my real name is Jamilah Towfeek but I'm known as Jamie when I'm at school because I'm on a mission to de-wog myself.

Source: Randa Abdel-Fattah, *Ten Things I Hate About Me*, 2006, reprinted by permission of Pan Macmillan Australia Pty Ltd.

- 1 **Identify** how Jamie is represented in this book. Does her desire to hide her heritage influence your opinion of her? **Explain.**
- 2 **Explain** how, by concealing her identity, Jamie loses part of herself. **Compare** Jamie with her sister. Who is happier? **Explain.**
- 3 Jamie is able to debrief by sharing her thoughts and feelings with John. **Reflect** on this practice. Do you think this helps her? Is there someone you can talk to? Why is this important? **Explain.**
- 4 **Compare** the characters of Peter and Timothy. How are they different? How are they similar? Who is represented more positively in the book? **Explain.**
- 5 **Reflect** on life in a multicultural country. Do you think our various cultures are welcoming to each other? Why did Jamie feel the need to conceal her background? What can we do to ensure that all people feel included?
- 6 **Identify** if there are any silences in this book. Are there any characters whose views are not being told? **Explain.**

## Creating

*Ten Things I Hate About Me* is Randa Abdel-Fattah's second novel. Her first book, *Does My Head Look Big in This?*, with a different plot but similar themes, has also been turned into a play. Adapt the extract above from *Ten Things I Hate About Me* into a scene from a play. Plan the scene. Block the scene. (This means works out the movements.) **Discuss** how the set and costumes could work. Rehearse, using pitch, pause, gesture, eye contact and body language to convey emotion. Each of you will play a different character. Think about how you could inform the audience about your character through the use of dramatic effects such as acting, costume and even the set. Your teacher will decide if you actually have to present it.

Once you have worked out how this scene could be presented as a play, **discuss** the idea of how it could work in a film. What changes could be made? What opportunities are offered by turning it into a film?

## Wait a minute!

### Why are we planning a play or a film that will never actually be on?

By planning a performance, you are bringing an extra element to a text that was previously just words on a page. You are using creative strategies that will not only help you in Essential English but also in life. People who are creative can see opportunities and solutions that others may not because they are teaching their brain to think beyond the ordinary.

# Assessment tasks

## Part A

Blog entries – extended written response

### Context

In the age of technology, many people express thoughts and opinions in blogs published on social media sites such as Tumblr or WordPress. A blog is an excellent way of communicating perspective. This term you have engaged with a variety of Australian texts, including films and novels. You will use the blog genre in order to create and reveal hidden character insight or represent the agenda of a particular Australian social group.

### Task

- 1 **Select** a character who has been marginalised (remember *marginalise* means to treat a person, group, or concept as insignificant).  
*or*  
Select a character who has the potential to show a particular representation of a distinct Australian social group. Examples of Australian groups might include teenagers, males, females or migrants.
- 2 **Create** a series of three blogs. You are to adopt the voice of the character and retell events from his or her perspective. You are also to reveal the thoughts or feelings of the character while adhering to the spirit of the text or the author's general intention.
  - You could use the blog to reveal another perspective clearly hidden in the initial depiction of the character, or to further paint a particular representation of a distinct Australian social group.
  - Remember, don't just retell the events of the novel, film or television show. Instead reveal a hidden perspective of a person or social group.

## Part B: Evaluation

### Self-evaluation: blog entries



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Self-evaluation



FOCUS AREA	SUCCESSFULLY ADDRESSED? (YES/NO)	NEEDS WORK (ADD A COMMENT)
<b>KNOWLEDGE APPLICATION</b>		
Does the blog use cultural assumptions, attitudes, values and beliefs that underpin texts to effectively shape representations of Australian identities?		
<b>ORGANISATION AND DEVELOPMENT</b>		
Have you followed the genre of the blog?		
Have you used appropriate paragraphs?		
Is the information in a logical order?		
Is all of the information relevant and interesting?		
<b>TEXTUAL FEATURES</b>		
Is there a good variety of words?		
Is there a good variety of sentences?		
Have you used capitals correctly?		
Have you used a good variety of words and avoided slang and abbreviations?		
Is the stimulus response error-free?		

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## OVERVIEW

- Highly regarded **English Communication** author **Sonja Goss'** completely new text for the Essential English syllabus
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